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ABSTRACT

This is a final evaluation report for Atlanta, Georgia's Follow Through Program, a project conducted from 1977-80 to curb low achievement among Project Head Start students as they move through the primary grades. Various program components including psychological, health, and social services, administration, staff development, and parent involvement are described. Results of the program evaluation are discussed for several areas such as: (1) the degree of implementation of the Independent Learning Model (the program's model); (2) the reading progress of students; (3) the extent of parent involvement; (4) student gains on achievement tests; (5) program costs; (6) attendance; and (7) the performance of the health, psychological, and social services components. Extensive statistical data on results are included in the form of 22 tables, four charts and an appendix. Recommendations for program improvement are offered at the end of the report. (APM)

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ATLANTA FOLLOW THROUGH PROGRAM FINAL REPORT

1977-78, 1978-79, 1979-80

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RESEARCH, EVALUATION, AND DATA PROCESSING
ATLANTA PUBLIC SCHOOLS
ATLANTA, GEORGIA

Report No. 14-6, 2/81

ATLANTA FOLLOW THROUGH PROGRAM FINAL REPORT
1977-78, 1978-79, 1979-80

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ATLANTA FOLLOW THROUGH PROGRAM FINAL REPORT
1977-78, 1978-79, 1979-80

INTRODUCTION

The Follow Through Program, a comprehensive educational research project, began operation in the Atlanta Public Schools during the 1968-69 school year. This program was designed to follow students with Head Start or similar preschool experience through the primary grades in an effort to curb low achievement exhibited by economically disadvantaged children. The program has been comprehensive in nature in that instructional, health, psychological and social services have been provided project participants. The program operated in five elementary schools during 1977-78 and 1978-79: English Avenue, Grant Park, John Hope, Dean Rusk, and Wesley Avenue. In 1979-80 Wesley Avenue School was closed, and Whitefoord Elementary School was added to the Follow Through Program. Services were provided to all children in kindergarten through the third grade in each school, approximately 1,200 in 1977-78, 1,100 in 1978-79, and 1,100 in 1979-80.

The Atlanta Follow Through Program has implemented the Interdependent Learning Model (ILM) developed by the late Dr. Lassar Gotkin. Mr. Harold Freeman has been the sponsor-director of the ILM since the 1973-74 school year and has been affiliated with Fordham University. The ILM has been an instructional model which offered techniques and methods of instruction used to teach the curriculum of the Atlanta Public Schools (APS). These methods and techniques of teaching emphasized language development, instructional games, teamwork, small group instruction and other classroom management techniques.

The Atlanta Follow Through Program submitted data to the Joint Dissemination and Review Panel (JDRP) of the United States Office of Education (USOE), and the National Institute of Education in 1977 concerning the effects of the program. After carefully reviewing the data, it declared the program exemplary. As a result, the Atlanta Public Schools was offered the opportunity to apply for a grant for the operation of a Follow Through resource center. The Atlanta Follow Through Resource

Center has been in operation since October 1977, and has conducted training for persons potentially interested in adopting the program.

PROGRAM OPERATION

The Atlanta Follow Through Program is composed of seven components: administration, instruction/staff development, parent involvement/Policy Advisory Committee (PAC), social services, psychological services, health services, and evaluation. Each component of the program has had its own objectives for accomplishing the overall program goals. The function and activities of each component have been summarized below:

Administration

The Atlanta Follow Through Program was directed since its inception by Miss Frances M. Cox. Following her retirement in 1977, Mrs. Stella S. Lewis became the director. The overall operation of the program has been controlled by the administration component. Highlights of the total operation each year have included proposal development; placement and evaluation of staff; program coordination with local school principals, other system personnel, the ILM model-sponsor, parents, and USOE; organizational development; maintaining records of operation, expenditures, and inventories; dissemination of information, reports, and materials related to the program; and the provision of leadership and tangible needs for the smooth functioning of the other components.

Instruction/Staff Development

This has been the largest component of the program in terms of both the budget and personnel. The program has been required to provide one educational aide for each classroom to assist regular classroom teachers to implement the ILM. In addition, the program has been required to provide some kindergarten replacement teachers so that all Follow Through kindergarten pupils receive a minimum of four hours of instruction daily. Unlike other kindergarten teachers in the Atlanta Public Schools, the Follow Through kindergarten teachers have not been able to serve double session classes due to the program's instructional time requirement. There were approximately 45 classes in

Follow Through during 1977-78, 38 classes during 1978-79, and 38 classes during 1979-80.

The primary focus of the instructional component of the program has been the training of teachers and aides (teaching teams). Teacher trainers assigned to each Follow Through school have been trained by the ILM sponsor. These trainers in turn have trained teaching teams to implement the model in their respective classrooms. The training techniques used by each trainer have been workshops, conferences, demonstrations, and observations. Training has been individualized and has been conducted as a result of yearly needs assessments and quarterly observations of model implementation in each classroom. An average of 136 training activities were conducted in each Follow Through school during 1977-78, while an average of 294 training activities were conducted in each school during 1978-79. Numerous training activities continued to be conducted during 1979-80. Training has focused on how to use ILM instructional techniques, methods, processes, and curriculum bits to teach the curriculum of the Atlanta Public Schools. The degree to which the model has been implemented was determined by the model implementation checklist (see Appendix A). Trainers observed each classroom quarterly and checked the use or non-use of each model technique or process.

The model has included the use of three types of Transactional Instructional Games: Street/Folk/Musical Games, Conversation Games, and Table Games. Teaching teams have used the various types of games to teach and reinforce instructional content. Another aspect of the model has been the Integrated Skills Method (ISM), a process of teaching reading which combines a phonic skills program with the basal reading program. A reading progress monitoring system has been well established to evaluate pupil progress monthly. Learning centers have also been utilized in the model as well as a variety of classroom management techniques such as room arrangement, pupil self-scheduling and self-evaluation, grouping, and team functioning. The specific requirements of the model have been outlined in the model implementation checklist. Coordination of the instructional component with the overall objectives of the Atlanta Public Schools has been achieved through a variety of activities. The use of Follow Through processes and techniques has been included in the yearly objective plans of the Follow Through schools. Trainers have served as members of the leadership teams in the schools and have attended faculty meetings. Follow Through records such as the monthly reading progress reports have been used as indices of quality of pupil progress. Various Follow Through staff members have served on system-wide committees such as the Reading Committee and Early Childhood Committee.

Parent Involvement/Policy Advisory Committee (PAC)

This component has also been necessary to the successful operation of the program. Parents of Follow Through pupils have been actively involved in the educational process as decision makers, employees, and local volunteers. There has been a PAC at each school as well as the city-wide PAC. These organizations have served in an advisory capacity to the program. Parents also participated in workshops, observed and volunteered in classrooms, assisted with the health program, and conducted fund-raising activities. Paraprofessionals have been assigned to each Follow Through school to facilitate parent involvement. These paraprofessionals, known as family workers, were frequently parents of Follow Through children. Their duties included distributing handbooks and newsletters to parents, making home visits, organizing workshops for parents, encouraging parents to volunteer, attending PAC meetings, assisting other staff in the provision of services to children and families, and maintaining reports of activities. Family workers received ongoing in-service training.

Highlights of the parent involvement/PAC component for the past three years have been the Annual Parent Involvement Conference and the Volunteer Training Program. The Annual Parent Involvement Conferences have usually been two-day conferences with sessions geared toward parental needs and concerns. Frequently, consultants have been invited to conduct individual conference sessions. The 1977-78 conference was held in Macon, Georgia, for approximately 70 Follow Through parents, the 1978-79 conference was held in Buford, Georgia, for approximately 30 parents, and the 1979-80 conference was held in Macon, Georgia, for approximately 60 parents. The Volunteer Training Program was developed to provide training for parents on

specific activities to be conducted while volunteering in Follow Through classrooms. The training was based on input from teachers concerning volunteer assistance needed in the classrooms. Upon completion of training, parents volunteered a minimum of 36 hours in the classroom. Parents received a stipend for participating in the training. In 1978-79 the Volunteer Training Program was phased out due to budget constraints.

Social Services

The major focus of this component has been to provide or assist parents in obtaining necessary services to become independent and self-sufficient. Social services for those referred included providing emergency food and clothing, investigating reasons for poor attendance, and providing counseling related to financial, domestic, or housing problems. In addition, general services were provided for all Follow Through families. Community Resource Booklets were prepared and distributed; training was provided on topics such as consumer awareness, home management, and employment opportunities. Families were referred to community agencies for additional services needed. Lending libraries were established in each Follow Through school, and newsletters were prepared and distributed. Social services were coordinated with services provided by social workers in the Atlanta Public Schools. During 1977-78, there was a social service aide assigned to each Follow Through school. These aides made home visits, investigated pupils with poor attendance, and generally assisted in the delivery of social services. As of the 1978-79 school year the roles of the social service aides and parent workers of the parent involvement component were merged.

Psychological Services

This component was responsible for providing appropriate psychological services to Follow Through children and supplemented services provided by the psychologists of the Atlanta Public Schools. These services included individual psychoeducational evaluations for children referred, providing in-service training for teaching teams, coordinating the delivery of additional instruction for specific children with the Follow Through trainer and classroom teacher, designing and

preparing instructional activities and materials for specific children, conducting classroom observations, making home visits, holding conferences with parents and teachers, participating in staffings held by the in-school team, making referrals to community agencies, conducting counseling sessions with individual children, and conducting workshops for parents. The Follow Through Assistance Team, a group of Follow Through paraprofessionals who conduct program-wide testing and release teaching teams for planning and in-service training, provided additional instruction for some children evaluated by the psychologist. The intervention strategies and prescriptions were designed cooperatively by the classroom teacher, psychologist, and staff trainer. The Follow Through psychologist coordinated services with the psychologists of the Atlanta Public Schools and assisted in providing in-service training to other employees in the system. During 1979-80, the full-time psychologist position was eliminated, and supplemental psychological services were subcontracted with the Atlanta Public Schools Division of Student and Community Services.

Health Services

The primary objective of the health services component has been to insure comprehensive medical and dental services for Follow Through children. Developmental histories were recorded for each child. Children were screened for vision and hearing defects, as well as anemia. The status of immunization was determined, and height and weight assessments were carried out. Urinalysis tests were performed, and physical and dental examinations were conducted. Children with dental or health problems detected through screenings and examinations were referred for treatment. The cost of treatment has been provided for by Follow Through, medicaid, and/or public health agencies. Income eligible children did receive follow-up treatment at Follow Through expense when treatment could not be provided through other means. Those children who did not meet the income eligibility requirements of the Follow Through Program also received services, as needed, but the services were paid for by the parent or other agencies. Emphasis has been placed on prevention of medical and dental problems through regular classroom instruction in health.

There have been three health aides assigned to the Follow Through schools to assist in screenings, maintain health information, schedule children for treatment, accompany children to medical and dental facilities, and keep school personnel informed of health information. Parents have served as a resource in assisting with screenings, accompanying groups of children to health facilities, and participating in training sessions.

Evaluation

This component has served as the center for all data collection and data maintenance activities. Special testing beyond that ordinarily conducted by the Atlanta Public Schools has been conducted to determine the effects of the Follow Through Program. Follow Through comparison schools were selected during the 1969-70 school year. These schools had pupils with characteristics similar to the Follow Through pupils and were located in neighborhoods nearby. Bethune, Cook, Craddock, Drew, Slaton, and Toomer elementary schools have served as the Follow Through comparison schools. Special testing has been conducted in both the Follow Through and comparison (non-Follow Through) schools by a team of trained paraprofessionals (assistant teachers). Formative and summative evaluation data have been provided to the schools and parents. Interpretation of data has been conducted through in-service training, workshops, and individual conferences. Information has been used to demonstrate program effects, to pinpoint strengths and weaknesses, and to continually monitor progress. Program reports have been prepared and/or coordinated by this component. Evaluation activities have been cooperatively conducted by the Follow Through evaluation specialist, ILM sponsor, and the Division of Research, Evaluation, and Data Processing of the Atlanta Public Schools.

RESULTS

The program has experienced extensive reorganization due to the inception of the Follow Through Resource Center, a new administration, and financial constraints. Personnel and job functions have been changed.

Model Implementation

Implementation of the ILM has never reached 100 per cent for the total program. Several factors have been identified which have inhibited full implementation of the program: (1) the transfer of Follow Through trained teachers out of the program when the school enrollment declines if these teachers have less seniority than other teachers at the school, (2) the closing of schools where the program has operated and the teaching staff has been trained in the model with the dispersal of these teachers to schools other than Follow Through, (3) the chronic illness of some teachers, and (4) the negative attitude toward implementing the model exhibited by some teachers. Factors one and two have necessitated that the training staff start over in model training with any teacher new to the program. At least one principal has used the low degree of model implementation as the basis for reevaluation of a teacher. When Wesley Avenue School was closed and the Follow Through Program was moved to Whitefoord, teachers were afforded the opportunity to transfer to other schools in the system that did not have the program. Implementation of the ILM model in Follow Through classes has been outlined in Table I and has shown that the initial, mid-year, and year-end implementation for all schools usually increased in 1977-78, 1978-79, and 1979-80. Average implementation of the model across schools was higher in 1979-80 than for any previous year. Implementation has varied between schools, but implementation has typically improved within the schools each quarter. Studies conducted with achievement data from 1975-76 and 1976-77 demonstrated that there was a significant difference in the reading achievement of students in classrooms with high, moderate, and low Follow Through model implementation. Average reading achievement of pupils in low implementation classrooms was significantly lower than the achievement of pupils in the high and moderate implementation classrooms.

Reading Progress

Reading progress information has shown that while pupils made progress in the ISM reading program, they were unable to maintain criterion progress outlined to maintain grade-level performance. In the kindergarten and first grade, pupils have typically made equivalent progress in the phonic and basal components of instruction, but in the second and third grades pupils have

progressed further in phonics than in the basal reader. Faster progress has been made at the kindergarten and third grade levels than at the first and second grades. First grade pupils averaged less progress in reading than pupils at the other grade levels. By the end of the third grade Follow Through pupils have achieved approximately two-thirds of the criterion grade-level performance. Data from the model sponsor concerning year-end basal reading placement for 1976-77, 1977-78, and 1978-79 have revealed that the average first grade placement has been nearly at grade level, second grade placement has been only four to five months ahead of the average first grade placement, and third grade basal placement has been from eight to nine months ahead of second grade placement.

Parent Involvement

A variety of parent involvement data has been presented to outline parental statistics and activities conducted by this component. The data in Table 2 have shown that across the program the total number of Follow Through families decreased in 1978-79 and increased in 1979-80. There have been fewer families to withdraw each year. Fewer families were visited between 1977-78 and 1979-80. The number of home visits increased in 1978-79, but declined in 1979-80. The program data in Table 3 demonstrated that the average number of visits per family increased dramatically in 1978-79, but the percentage of families visited remained constant. In 1979-80 there was a reduction in the number of family workers, the average number of visits per family declined, and the percentage of families visited declined. The data in Table 4 have shown that the total number of volunteers decreased in 1978-79, but the total number of hours volunteered increased between 1977-78 and 1978-79. In 1979-80 the total number of volunteers and hours contributed increased to a level exceeding the two previous years. The data shown in Table 5 have demonstrated that parents typically volunteered more often in the classroom while other community members usually volunteered more hours to other activities. Parents volunteered more hours in the classroom and fewer hours with health activities and field trips between 1977-78 and 1978-79. In 1979-80 parents and community members volunteered the most hours to other activities. The data in Table 6 have reflected the number and variety of activities provided for parents. More parents have typically attended activities such as an open house, picnics, meals and local PAC meetings than

other activities offered. The data in Table 7 have demonstrated that the total number of parents participating in activities decreased between 1977-78 and 1978-79. The percentage of parents participating also declined. In 1979-80, however, there was a marked increase in the total number of parents participating in activities as well as an increase in the percentage of participating parents.

Comprehensive Services

Data concerning the activities of the social services component in 1977-78, 1978-79, and 1979-80 have been provided in Table 8. The total number of referrals for social services declined between 1977-78 and 1979-80. As a result, the number of home visits, agency contacts, and distribution of material resources declined. Approximately 75 per cent of the referrals were solved or showed improvement during 1977-78, over 90 per cent were solved or showed improvement in 1978-79, and approximately 85 per cent were solved or showed improvement in 1979-80.

Data concerning referrals for psychological services have been presented in Table 9. There was a small decline in the total number of referrals between 1977-78 and 1978-79. Students have been referred most often for difficulties in learning. There was an increase in the number of students receiving special education resource placement and an increase in the number of pupils showing improvement as a result of intervention strategies between 1977-78 and 1978-79.

The data in Table 10 have shown the results of medical assessments of Follow Through pupils during 1977-78, 1978-79, and 1979-80. Each year, nearly all pupils had hearing and vision screening tests. Nearly half of the children had physical exams each year. The number of hematocrit tests given decreased each year. Approximately 30 per cent of the students had urinalysis tests until 1979-80 when these tests were eliminated to reduce costs. While there were fewer children in the program in 1978-79 than in 1977-78, the number of students served increased in 1979-80. The number of children identified as having hearing and vision problems was nearly the same proportionally each year. The percentage of children with adequate immunization status continually increased between 1977-78 and 1979-80. A review of data related to dental assessments for 1977-78 and 1978-79 has shown that nearly all Follow Through students received dental screenings

both years. While nearly half of the children screened each year had been found to need dental treatment, the percentage declined between 1977-78 and 1978-79. Slightly more than 20 per cent of the students were determined to be eligible for medicaid services.

Achievement

A review of Cooperative Preschool Inventory (CPI) data has shown that entering Follow Through kindergarten pupils have had average scores which exceeded comparison school kindergarten pupils in 1977-78, 1978-79, and 1979-80. Both groups of pupils, however, have had lower entering kindergarten performance each year than pupils entering kindergarten system-wide (see Table 11). Follow Through children have begun their kindergarten experience being able to answer 73 to 75 per cent of the CPI items correctly; comparison students have been able to answer 67 to 72 per cent of the items correctly, and System pupils answered 73 to 77 per cent of the items correctly. Further study of kindergarten performance was conducted during 1977-78. The Basecheck test was administered to Follow Through and a sample of comparison pupils at the beginning and end of the school year. While Follow Through pupils had a slightly higher mean score (69.8) initially than comparison pupils (68.9), there was no statistically significant difference in their performance ($t=.40$, p 05). By the end of the school year the Follow Through average, (106.0), was significantly higher than the comparison pupil average, 92.8, ($t=7.17$, p .001). The California Achievement Tests (CAT) were administered to kindergarten children in April of 1980. On total prereading Follow Through kindergarten students, on the average, scored well above comparison kindergarten students, system kindergarten students, and the average kindergarten student nationally (see Figure 1). On math Follow Through kindergarten students scored at the 59th percentile, comparison students scored at the 46th percentile, and system kindergarten students scored at the 46th percentile.

The results of longitudinal reading achievement data by grade have been shown in Figure 2, Figure 3, and Figure 4. Figure 2 has demonstrated that Follow Through first grade pupils have typically had average reading age achievement quotients (AAQ) above the system average and well above comparison schools over the past seven years. The average AAQ of Follow Through first grade pupils has generally increased over the years. Second grade data in Figure 3 has demonstrated that the performance of the Follow Through pupils has usually closely approximated the performance of system pupils, and Follow Through pupils have generally maintained higher achievement than comparison school pupils. The third grade data presented in Figure 4 illustrated that Follow Through performance has been slightly lower than, but closely approximated, the performance of system third grade pupils. Follow Through pupils have typically maintained higher achievement than comparison pupils. The figures exhibited have generally shown a trend in Follow Through reading achievement that has been positively accelerated. However, a decline in Follow Through student performance was exhibited at the first, second, and third grades in 1979-80.

Average grade equivalent (GE) scores for Follow Through, comparison, and system pupils have been outlined in Table 12. Follow Through pupils have had reading, math, and/or composite averages which have exceeded non-Follow Through (NFT) pupil averages in 61 of 69 comparisons. Follow Through pupils have equalled and more often exceeded system averages in 54 of 69 comparisons.

Longitudinal reading AAQ data in Table 13 have demonstrated results for Follow Through, comparison schools (NFT), and system. Follow Through pupils have exceeded the average reading AAQ of NFT pupils in 19 of 23 comparisons and have equalled or exceeded averages of system pupils in 14 of 23 comparisons.

Tables 14 and 15 have shown achievement results for individual Follow Through schools during 1977-78, 1978-79, and 1979-80. Table 14 has shown that there have been variations in the average GE scores of Follow Through pupils across schools. The average GE exhibited generally increased between 1977-78 and 1978-79. In 1979-80, the same average reading GE was maintained at the first and second grades, but the average reading GE in the third grade was lower than either the 1977-78 or 1978-79 average. Similar findings with regard to AAQ have been demonstrated in Table 15. The most noticeable findings illustrated have been that there were increases in the AAQ's of third grade pupils in reading, math, and composite for every school between 1977-78 and 1978-79. Additionally, the 1979-80 data revealed a decline in the average reading AAQ at each grade level shown. The 1979-80 average reading AAQ at each grade level was lower than the averages for the respective grades in 1978-79 and 1977-78.

The matched analysis of project data conducted each year has demonstrated that Follow Through pupils incurred much greater losses in reading and math AAQ's than other system projects (see Tables 16 and 17). However, a special study was conducted to just look at project students in the primary grades since Follow Through only deals with primary grade students. Since 1976, matched Follow Through pupils lost from six to seven AAQ's each year in reading, but between 1979 and 1980 Follow Through matched students exhibited a decline of ten AAQ's. During the same period, primary students in other reading projects exhibited average performance ranging from a loss of seven AAQ's to a gain of six AAQ's. (See Table 18.) Since 1976 Follow Through matched pupils have also lost three to five AAQ's in math each year. Primary grade matched students in other math projects exhibited average performance ranging from a loss of six AAQ's to a gain of three AAQ's. (See Table 19.) In another analysis, only primary grade project students with AAQ's of 90 and below were examined since most of the students in projects must meet that requirement. The data in Tables 20 (reading) and 21 (math) reveal that these Follow Through pupils exhibited achievement gains more similar to primary grade students in other projects. Between 1978 and 1979, however, these Follow Through pupils exhibited gains in AAQ and GE in both reading and math which exceeded gains recorded for primary grade students with AAQ's of 90 and below in all other projects. The Follow Through pupils have usually had higher reading and math AAQ's each year than other project participants. Follow Through kindergarten and first grade pupils have not been included in the matched analysis studies because no standardized achievement test has been administered until the end of the first grade, and no scores are available from the previous year to perform the matched analysis.

Attendance

Attendance data for the 1977-78 and 1978-79 school years have shown that Follow Through pupils have maintained an edge over comparison school pupils. In 1977-78 the accumulated percentage of attendance was 91.9 for Follow Through pupils and 91.5 for comparison pupils. In 1978-79 the accumulated percentage of attendance was 92.6 for Follow Through pupils and 92.4 for comparison pupils. Both groups of pupils demonstrated improved attendance between 1977-78 and 1978-79.

Project Cost

Federal funding for the Follow Through Program has been based on a per pupil allotment for each eligible pupil. Eligibility has been determined by family size and income. Prior to FY '79, the USOE provided $633 per eligible pupil. The number of eligible pupils for whom funds have been requested has been determined by the highest number of eligible pupils enrolled by the time the proposal is written each year. For 1977-78, 1,076 eligible pupils were identified; for 1978-79, 1,020 eligible pupils were identified; and for 1979-80, 997 eligible pupils were identified. In addition to the funding provided for eligible children, USOE granted funds for a supplementary training program for paraprofessionals until 1979-80. A total of $11,092 was budgeted for this purpose in 1977-78, and $11,172 was budgeted in 1978-79. No funds were provided under supplementary training in 1979-80. The Follow Through Program also received money from the Title I Program. In 1977-78, Title I allotted $146,399. In 1978-79, stringent restrictions were imposed by the State Department of Education on the use of Title I funds for the Follow Through Program, and only $52,970 could be requested from Title I. As a result of the severe reduction of Title I funds and in an effort to maintain program operations at a level equivalent to previous years, the USOE granted an increase in cost to $767 per child. In 1979-80, no Title I funds could be transferred for use by Follow Through, and the Compensatory Education Program (CEP) provided five classroom aides for Follow Through classes. The Atlanta Public Schools has been required to provide 25 per cent matching funds for the federal Follow Through grant each year. The 25 per cent local matching funds have included both cash and in-kind contributions.

Eligible and ineligible Follow Through pupils received nearly equivalent services each year. The major difference was that Follow Through funds could not be used to pay for medical and dental services for ineligible pupils. The number of ineligible pupils never exceeded more than 10 per cent of the Follow Through population.

Cost data by year for Follow Through funds only are presented in Table 22.

The total cost of the program per pupil has been calculated based on a range of the total number of eligible students to the total number of

students served. In 1977-78, the total program cost per pupil ranged from $801 to $718; in 1978-79, the range was $971 to $901 per student; and in 1979-80, the range was $999 to $906 per student.

CONCLUSIONS

1. Longitudinal data regarding the Atlanta Follow Through Program were reviewed by the Joint Dissemination and Review Panel of the United States Office of Education and the National Institute of Education. The panel found the program to be exemplary; and as a result the Atlanta Follow Through Resource Center was established through a grant from the United States Office of Education. The Atlanta Follow Through Program is listed in Educational Programs That Work.

2. The number of Follow Through Program personnel has decreased over the past few years due to a declining population, increasing salary and nonsalaried costs, and little or no increases in federal funding. The reorganization of the program and changes in functions of personnel were necessary.

3. Implementation of the Interdependent Learning Model, the instructional model of the program, has been increasing each year and reached its highest level during 1979-80. Implementation of the program has been affected by the closing of schools, the transfer of Follow Through teachers with low seniority when enrollment declines, chronic illness of teachers, and teacher attitude. Studies have demonstrated a definite relationship between model implementation and reading achievement of pupils with data demonstrating higher achievement of pupils in classrooms with higher model implementation.

4. Pupils have demonstrated continuous progress in the reading program, but their instruction has not been paced at a rate suggested by the model and basal reader publishers.

5. Parent involvement data have revealed that the total number of families served has fluctuated. Fewer families have been visited by the parent involvement staff each year. This finding can be attributed to the reduction in parent involvement staff. The total number of hours volunteered by parents and community members has steadily increased.

6. The quantity of health, psychological, and social services generally declined with small budget increases, large increases in cost, and resulting reductions in the number of staff. The quality of services, however, has remained high. The large majority of Follow Through pupils have received basic medical and dental services. The percentage of pupils found to have medical or dental problems has remained fairly constant.

7. Longitudinal data regarding pupil achievement have indicated that Follow Through and comparison school pupils have begun kindergarten achieving at a lower level than system pupils. By the end of the kindergarten year, Follow Through pupils achieved significantly higher performance than the comparison school pupils. The most recent CAT data revealed that Follow Through kindergarten students had much higher percentile rankings than comparison and system kindergarten students at the end of the year. The Follow Through percentile rankings were above the national norm, while comparison school and system percentile rankings were below national norm.

8. The Atlanta Follow Through Program was originally instituted in schools who were among the lowest achieving schools in the system. Since Follow Through schools were not representative of all Atlanta Public Schools, an equivalent number of comparison schools were identified early in the history of the program. These comparison schools had student populations with characteristics similar to the Follow Through students. This process allowed for more equitable comparisons of the performance of students who had benefit of the program with similar students who did not have benefit of the program. Follow Through pupils have maintained a notable lead in achievement over comparison school pupils at kindergarten and the first grade. Follow Through second and third grade students have maintained a lead over the reading achievement of second and third grade students in the comparison schools for five of the past seven years. Comparison school first, second, and third grade students, however, have been steadily improving in performance and are closing the gap. The placement of kindergarten and primary-grade aides systemwide and systemwide emphasis on improved reading and math achievement are believed to

have facilitated comparison school performance. Follow Through pupils typically attained achievement levels well above system averages in the first grade, achieved similar performance levels as system pupils at the second grade, and demonstrated slightly lower achievement than system pupils at the third grade level. Longitudinal trends in the Follow Through achievement data have often been positively accelerated at each grade level. The Atlanta Follow Through Program has been very successful in curbing the effect of the cumulative deficit, often evident in the achievement of economically disadvantaged populations of children. It has not, however, eliminated this phenomenon. The program has appeared to be most successful at kindergarten and first grade levels.

9. While achievement data favor the performance of kindergarten and first grade students, instructional data have indicated that greater progress in the reading program is exhibited by kindergarten and third grade students.

10. Follow Through pupils have maintained attendance levels which have been somewhat superior to comparison school pupils. Both groups, however, have maintained better than 90 per cent attendance.

11. The cost of the Follow Through Program has only risen about 16 per cent since 1977-78, which is well under the inflation rate. The cost is nearly $1,000 per child. The largest portion of the budget has consistently been allocated for the instructional component.

RECOMMENDATIONS

1. Further reorganization should be planned. Cost-effectiveness of program components and activities should be conducted.

2. The Atlanta Public Schools should investigate adopting the successful portions of the Follow Through Program in other schools, especially those aspects of the program which affect kindergarten and first grade performance. Many conditions are already favorable, such as the current availability of primary-grade aides and training that could be provided by the Follow Through Resource Center. Particular attention might be given to schools with the lowest achievement in the primary grades. Lower achieving schools in the Atlanta Public Schools which may be potential candidates for adoption of the Follow Through model should be identified.

3. A concerted effort should be mounted by the program to further increase the number of volunteer hours donated. Assistance might be requested from the Division of Student and Community Services to obtain names of civic, church, and/or senior citizen organizations. In addition to the value such services would contribute to the overall operation of the program, volunteer hours are an in-kind contribution.

4. Investigate reasons for slow progress exhibited by first and second grade students in the reading program. Institute changes in the instructional program which will speed pupil progress at these grade levels.

5. Examine causes for the decline in pupil achievement in 1979-80, particularly in the second and third grades.

6. The Atlanta Public Schools should investigate the use of a criterion other than seniority when declining enrollment or the closing of schools necessitates a reduction or relocation of staff. The burden of training teachers new to the program is costly in terms of the time required by training staff and in terms of the effect upon the degree of model implementation. Additionally, the administration should consider encouraging school principals to use the results of the quarterly model implementation checklist as a part of the teacher evaluation process.

TABLE 1

AVERAGE PERCENTAGE OF MODEL IMPLEMENTATION BY SCHOOL

	1977-78					
	English Avenue	Grant Park	John Hope*	Dean Rusk	Wesley Avenue	All Follow Through Schools**
Fall	87	72	68	83	66	77
Winter	85	81	—	91	70	83
Spring	90	89	78	92	68	85
Gain (Fall to Spring)	3	17	10	9	2	8
Average	87	81	73	89	68	82

*Winter data were not available for John Hope; the 1977-78 average includes only fall and spring data.

**Data from John Hope were not included in the average for Winter 1978.

	1978-79					
	English Avenue	Grant Park	John Hope	Dean Rusk	Wesley Avenue	All Follow Through Schools
Fall	82	84	71	85	75	79
Winter	84	88	74	89	82	84
Spring	89	91	89	93	88	90
Gain (Fall to Spring)	7	7	18	8	13	11
Average	85	88	78	89	82	84

	1979-80					
	English Avenue	Grant Park	John Hope	Dean Rusk	White-foord	All Follow Through Schools
Fall	62	84	83	94	72	79
Winter	89	88	83	96	84	88
Spring	91	86	80	94	86	87
Gain (Fall to Spring)	29	2	-3	0	14	8
Average	81	86	82	95	81	85

TABLE 2

NUMBER OF ACTIVE AND WITHDRAWN FAMILIES, HOME VISITS, AND PARENTS ATTENDING MEETINGS AT EACH FOLLOW THROUGH SCHOOL DURING 1977-78, 1978-79, 1979-80

Parent and Family Information	English Avenue			Grant Park			John Hope			Dean Rusk			Wesley Avenue		Whitefoord	All Follow Through Schools		
	1977-78	1978-79	1979-80	1977-78	1978-79	1979-80	1977-78	1978-79	1979-80	1977-78	1978-79	1979-80	1977-78	1978-79	1979-80	1977-78	1978-79	1979-80
Active families at the beginning of year	264	282	215	192	170	189	177	170	234	135	149	141	110	81	117	898	852	896
Withdrawn families at year end	35	60	25	52	33	27	12	12	17	12	11	19	18	10	9	129	106	97
Active families at year end	253	252	220	173	174	173	169	162	226	163	149	131	103	75	108	861	812	850
Active families visited	251	248	201	173	174	119	160	162	224	141	107	136	103	75	98	828	766	778
Withdrawn families visited	12	25	19	32	23	12	11	7	8	6	4	12	14	10	5	75	69	56
Families visited during year	263	273	220	205	197	131	171	169	232	147	111	148	117	85	103	903	835	834
Home visits made during year	341	317	330	331	432	148	363	223	351	341	292	394	299	470	226	1,655	1,734	1,449
Attempted visits during year	9	47	43	84	118	31	93	69	73	9	52	17	288	138	73	483	424	237
Parents who were visited who attended meetings or volunteered	96	42	122	128	133	126	73	30	61	35	48	47	20	70	73	352	323	431
Parents who were not visited who attended meetings or volunteered	9	3	18	8	4	30	0	0	0	9	2	1	0	0	0	26	9	49
Parents who were not contacted, no attempted contact was made, or were not seen at school	0	0	0	0	0	0	0	3	0	0	29	11	0	0	0	0	32	11

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TABLE 3

AVERAGE NUMBER OF VISITS AND PERCENTAGE OF FAMILIES VISITED BY FAMILY WORKERS AT EACH FOLLOW THROUGH SCHOOL 1977-78, 1978-79, 1979-80

School	Average Number of Visits Per Family			Percentage of Families Visited		
	1977-78	1978-79	1979-80	1977-78	1978-79	1979-80
English Avenue	1.2	1.1	1.3	91	93	90
Grant Park	1.2	2.1	.7	91	95	65
John Hope	1.9	1.3	1.4	94	97	95
Dean Rusk	1.9	1.8	2.3	84	68	87
Wesley Avenue	2.5	5.5	—	97	100	—
Whitefoord	—	—	1.9	—	—	88
Average	1.7	2.4	1.5	91	91	85

TABLE 4

NUMBER OF VOLUNTEERS AND HOURS CONTRIBUTED AT EACH FOLLOW THROUGH SCHOOL
1977-78, 1978-79, 1979-80

1977-78

School	Number of Volunteers		Number of Hours		Total Number of	
	Parents	Community	Parents	Community	Volunteers	Hours
English Ave.	105	4	1,046	3	109	1,050
Grant Park	136	25	1,000	38	161	1,038
John Hope	73	8	798	131	81	929
Dean Rusk	44	5	420	8	49	428
Wesley Ave.	20	12	394	59	32	453
Whitefoord	—	—	—	—	—	—
Total	378	54	3,659	239	432	3,898

1978-79

School	Number of Volunteers		Number of Hours		Total Number of	
	Parents	Community	Parents	Community	Volunteers	Hours
English Ave.	90	8	949	16	98	965
Grant Park	165	24	1,461	67	189	1,529
John Hope	33	4	824	24	37	848
Dean Rusk	22	0	141	0	22	141
Wesley Ave.	42	24	442	117	66	559
Whitefoord	—	—	—	—	—	—
Total	352	60	3,818	239	412	4,042

1979-80

School	Number of Volunteers		Number of Hours		Total Number of	
	Parents	Community	Parents	Community	Volunteers	Hours
English Ave.	140	19	1,821	574	159	2,395
Grant Park	156	58	1,558	153	214	1,711
John Hope	61	10	621	35	71	656
Dean Rusk	48	3	222	5	51	227
Wesley Ave.	—	—	—	—	—	—
Whitefoord	75	10	376	31	85	407
Total	480	100	4,598	798	580	5,396

TABLE 5

NUMBER OF VOLUNTEER HOURS CONTRIBUTED BY ACTIVITY AT EACH FOLLOW THROUGH SCHOOL
1977-78, 1978-79, 1979-80

1977-78

	Parent Volunteers				Community Volunteers				
School	Health	Classroom	Field Trips	Other	Health	Classroom	Field Trips	Other	Totals
English Ave.	40	219	411	377	0	3	0	0	1,050
Grant Park	443	69	189	299	0	0	0	38	1,038
John Hope	102	500	50	146	5	75	0	51	929
Dean Rusk	25	322	8	65	0	6	0	2	428
Wesley Ave.	96	118	100	80	53	1	0	5	453
Whitefoord	—	—	—	—	—	—	—	—	—
Total	706	1,228	758	967	58	85	0	96	3,898

1978-79

	Parent Volunteers				Community Volunteers				
School	Health	Classroom	Field Trips	Other	Health	Classroom	Field Trips	Other	Totals
English Ave.	43	266	236	404	0	16	0	0	965
Grant Park	357	545	139	421	0	46	0	21	1,529
John Hope	22	640	35	127	14	3	0	7	848
Dean Rusk	14	32	6	89	0	0	0	0	141
Wesley	25	275	110	31	104	10	0	4	559
Whitefoord	—	—	—	—	—	—	—	—	—
Total	461	1,758	526	1,072	118	75	0	32	4,042

1979-80

	Parent Volunteers				Community Volunteers				
School	Health	Classroom	Field Trips	Other	Health	Classroom	Field Trips	Other	Totals
English Ave.	91	466	54	1,210	9	3	0	562	2,395
Grant Park	292	559	269	438	4	134	0	15	1,711
John Hope	60	445	87	304	18	16	0	0	656
Dean Rusk	3	0	5	214	5	0	0	0	227
Wesley Ave.	—	—	—	—	—	—	—	—	—
Whitefoord	54	811	122	319	17	0	0	14	407
Total	500	1,551	537	2,011	53	153	0	591	5,396

TABLE 6

NUMBER OF PARENTS ATTENDING EACH FOLLOW THROUGH ACTIVITY IN THE FOLLOW THROUGH SCHOOLS

School	Type of Activity: Get Aquainted Meeting	Local PAC	Social Services	Home Economics	Health	Psychological Services	Open House, Picnic, or Meal	Parent Involvement Conference	Transactional Instructional Games Workshops	Other*
1977-78										
English Avenue	1M/31P**	4M/48P	0	1M/17P	0	1M/14P	1M/72P	14	0	0
Grant Park	1M/20P	8M/73P	2M/25P	0	0	0	1M/175P	13	1M/10P	0
John Hope	0	7M/61P	1M/8P	0	0	0	1M/50P	12	0	1M/5P
Dean Rusk	1M/7P	8M/57P	1M/12P	0	0	0	2M/274P	14	1M/10P	0
Wesley Avenue	1M/7P	5M/62P	2M/25P	3M/40P	0	15	1M/40P	16	2M/18P	1M/58P
Total	4M/65P	32M/301P	6M/70P	4M/57P	0	2M/29P	6M/611P	69	4M/38P	2M/63P
1978-79										
English Avenue	1M/21P	7M/69P	0	0	1M/11P	1M/10P	2M/64P	9	0	2M/50P
Grant Park	1M/22P	8M/90P	3M/32P	2M/30P	0	3M/40P	4M/64P	6	0	1M/7P
John Hope	1M/15P	4M/49P	0	1M/9P	0	1M/6P	1M/51P	10	0	1M/9P
Dean Rusk	1M/14P	5M/61P	0	0	0	1M/8P	1M/200P	12	0	3M/100P
Wesley Avenue	1M/6P	4M/37P	5	1M/2P	1M/5P	1M/14P	2M/147P	8	0	4M/132P
Total	5M/78P	28M/306P	4M/37P	4M/41P	3M/16P	7M/78P	10M/526P	45	0	11M/298P
1979-80										
English Avenue	1M/20P	8M/157P	1M/16P	1M/21P	1M/44P	0	2M/1,130P	19	1M/20P	1M/19P
Grant Park	1M/17P	4M/59P	0	2M/29P	1M/9P	0	1M/59P	9	1M/8P	0
John Hope	1M/15P	6M/70P	0	1M/7P	2M/24P	0	1M/71P	11	0	0
Dean Rusk	1M/11P	8M/77P	0	0	1M/8P	0	1M/200P	14	0	0
Whitefoord	1M/10P	4M/25P	0	0	1M/4P	0	2M/214P	7	1M/7P	0
Total	5M/73P	30M/388P	1M/16P	4M/57P	6M/89P	0	7M/1,674P	60	3M/35P	1M/19P

*Other activities include clean-up campaigns, fund-raising events, carnivals, parades, talent shows, and fashion shows.

**M = the number of meetings or occasions; P = total number of persons in attendance.

TABLE 7

NUMBER AND PERCENTAGE OF PARENTS PARTICIPATING
IN ACTIVITIES AT EACH FOLLOW THROUGH SCHOOL
1977-78, 1978-79, 1979-80

School	Number of Active Parents at Year End			Number of Parents Participating			Percentage of Parents Participating		
	1977-78	1978-79	1979-80	1977-78	1978-79	1979-80	1977-78	1978-79	1979-80
English Avenue	253	252	220	105	45	140	42	18	64
Grant Park	173	174	175	136	137	156	79	79	89
John Hope	169	162	226	73	30	61	43	19	27
Dean Rusk	163	149	151	44	50	48	27	34	32
Wesley Avenue	103	75	—	20	70	—	19	93	—
Whitefoord	—	—	108	—	—	75	—	—	69
Total	861	812	880	378	332	480	44	41	55

TABLE 8

DESCRIPTIVE INFORMATION REGARDING SOCIAL SERVICE REFERRALS FOR 1977-78, 1978-79, and 1979-80

Referrals and Related Information	English Avenue			Grant Park			John Hope			Dean Rusk			Wesley Avenue		Whitefoord	Total		
	1977-78	1978-79	1979-80	1977-78	1978-79	1979-80	1977-78	1978-79	1979-80	1977-78	1978-79	1979-80	1977-78	1978-79	1979-80	1977-78	1978-79	1979-80
Referrals: September-May	132	94	201	258	209	130	159	101	73	175	121	128	134	131	85	858	656	617
Referrals: Attendance	56	52	142	158	78	101	86	35	35	122	60	66	55	67	74	477	292	418
Families Referred More Than Once	22	8	75	69	44	56	29	6	18	74	14	24	13	19	40	207	91	213
Referrals Visited by Social Service Staff	107	33	0	155	26	0	145	76	0	123	104	0	108	131	0	638	372	0
Visits in Reference to Referrals	140	33	60	172	31	51	175	86	26	139	121	44	118	136	33	744	409	216
Agency Contacts (inside community)	22	6	9	12	8	0	12	4	6	26	16	10	12	7	6	84	41	31
Agency Contacts (outside community)	28	18	14	20	31	26	16	11	5	18	5	4	24	10	12	106	75	61
School Staff Contacts	44	61	23	181	898	50	49	6	11	27	213	129	21	136	81	322	1,314	294
Agency Referrals	15	39	49	41	62	27	30	38	3	22	52	44	79	43	18	187	234	141
Frequency Material Resources Were Provided*	100	120	53	97	78	7	193	38	34	68	58	1	124	43	39	582	337	134
Frequency of Complex Reasons for Absence	10	4	12	3	5	0	8	7	0	11	16	13	6	7	37	38	33	72
Referrals Solved or Showed Improvement	123	89	187	248	199	108	118	77	73	153	105	93	30	130	58	672	600	519
Families to Be Followed Up	9	5	14	10	10	22	9	2	0	13	19	35	13	5	27	54	41	98

*Material resources provided included food, clothing, and/or printed information.

TABLE 9

SUMMARY OF PUPIL REFERRALS FOR PSYCHOLOGICAL SERVICES AT EACH FOLLOW THROUGH SCHOOL

School	Total No. of Referrals		Primary Reason for Referral						Staffing Decision						Year End Status of Referral			
			Learning Difficulty		Behavioral Difficulty		Gifted		Special Ed. Resource Room		Special Help in Classroom		Other		Improved		Other Explanation	
	1977-78	1978-79	1977-78	1978-79	1977-78	1978-79	1977-78	1978-79	1977-78	1978-79	1977-78	1978-79	1977-78	1978-79	1977-78	1978-79	1977-78	1978-79
English Ave.	19	20	15	17	4	3	0	0	6	14	13	5	0	1	6	20	13	0
Grant Park	15	13	13	11	1	1	1	1	13	12	2	1	0	0	14	13	1	0
John Hope	6	6	4	6	2	0	0	0	3	3	3	2	0	1	4	5	2	1
Dean Rusk	4	0	3	0	1	0	0	0	0	0	4	0	0	0	1	0	3	0
Wesley Ave.	0	2	0	2	0	0	0	0	0	1	0	1	0	0	0	2	0	0
All Follow Through Schools	44	41	35	36	8	4	1	1	22	30	22	9	0	2	29	40	19	1

TABLE 10

NUMBER OF PUPILS RECEIVING MEDICAL ASSESSMENTS AND THE NUMBER OF PUPILS WITH IDENTIFIED PROBLEMS IN THE FOLLOW THROUGH SCHOOLS

				Assessments and Identified Problems										
								Immunization Certificate Status						
Year	School	Enrollment		Hearing	Hearing Problem	Vision	Vision Problem	Ade-quate	Provi-sional	None	Height and Weight	Physical Exam*	Hematocrit**	Urinalysis
1977-78	English Avenue	E	303	369	0	369	13	215	77	13	305	132	70	93
		NE	2											
		WD	59											
	Grant Park	E	238	241	7	238	13	135	97	34	219	123	100	109
		NE	49											
		WD	77											
	John Hope	E	162	205	3	205	4	97	120	0	217	90	71	72
		NE	36											
		WD	19											
	Dean Rusk	E	169	203	2	203	8	109	104	0	213	63	76	73
		NE	32											
		WD	12											
	Wesley Avenue	E	142	138	2	138	7	78	52	21	99	69	25	99
		NE	9											
		WD	26											
	Total	E	1,014	1,151	14	1,148	45	634	450	88	1,033	477	342	446
		NE	128											
		WD	193											
1978-79	English Avenue	E	273	257	1	257	9	205	70	0	275	132	70	83
		NE	2											
		WD	44											
	Grant Park	E	195	212	6	212	14	134	94	30	83	106	83	177
		NE	22											
		WD	41											
	John Hope	E	194	195	0	195	3	149	63	0	212	62	0	57
		NE	2											
		WD	16											
	Dean Rusk	E	168	186	1	186	0	158	43	0	201	66	57	62
		NE	19											
		WD	14											
	Wesley Avenue	E	91	99	1	99	3	47	34	24	84	44	0	84
		NE	2											
		WD	12											
	Total	E	921	949	9	949	29	693	304	54	853	415	210	463
		NE	47											
		WD	127											
1979-80	English Avenue	E	273	258	1	258	2	227	40	0	267	144	0	0
		NE	2											
		WD	33											
	Grant Park	E	247	222	9	222	12	175	75	0	250	104	114	0
		NE	19											
		WD	36											
	John Hope	E	300	287	1	287	1	261	26	0	287	124	0	0
		NE	2											
		WD	30											
	Dean Rusk	E	178	199	1	199	9	197	2	0	199	112	71	0
		NE	24											
		WD	25											
	Whiteford	E	122	121	11	121	9	103	18	0	121	92	5	0
		NE	3											
		WD	10											
	Total	E	1,120	1,087	23	1,087	33	963	161	0	1,124	576	190	0
		NE	50											
		WD	154											

*A total of 30 pupils in 1977-78 and 24 pupils in 1978-79 with a low Hematocrit were referred.

** A total of 93 pupils in 1977-78 and 9 pupils in 1978-79 with a low Hematocrit were referred.

E = Eligible.

NE = Not eligible.

WD = Withdrawal.

TABLE 11

COMPARISON OF COOPERATIVE PRESCHOOL INVENTORY (CPI) AVERAGES FOR FOLLOW THROUGH, COMPARISON, AND SYSTEM KINDERGARTEN STUDENTS 1977-78, 1978-79, 1979-80

	1977-78	1978-79	1979-80
Follow Through	46.4	47.7	47.7
Comparison	42.8	45.0	45.8
System	46.9	49.0	48.6

TABLE 12

COMPARISON OF AVERAGE GRADE EQUIVALENT SCORES ON THE IOWA TESTS OF BASIC SKILLS FOR FOLLOW THROUGH SCHOOLS, COMPARISON SCHOOLS, AND TOTAL SYSTEM, PRIMARY GRADES FROM 1973-74 THROUGH 1979-80

1973-74

	First Grade			Second Grade			Third Grade		
	Reading	Math	Composite	Reading	Math	Composite	Reading	Math	Composite
Follow Through School Average	2.3	2.0	2.1	2.3	2.7	2.6	3.2	3.1	3.3
Comparison Schools Average	1.7	1.6	1.6	2.2	2.4	2.3	2.8	2.7	2.9
School System Average	1.9	1.8	1.8	2.4	2.6	2.6	3.2	3.1	3.2

1974-75

	First Grade			Second Grade			Third Grade		
	Reading	Math	Composite	Reading	Math	Composite	Reading	Math	Composite
Follow Through School Average	2.2	1.8	1.9	2.6	2.2	2.4	2.8	3.2	3.0
Comparison Schools Average	1.6	1.6	1.5	2.0	2.0	2.0	2.5	2.8	2.8
School System Average	1.8	1.6	1.6	2.6	2.4	2.4	2.9	2.9	3.0

1975-76

	First Grade			Second Grade			Third Grade			Nongraded		
	Reading	Math	Composite	Reading	Math	Composite	Reading	Math	Composite	Reading	Math	Composite
Follow Through Schools Average	1.9	1.6	1.6	2.3	2.4	2.4	2.9	2.9	2.9	2.3	2.3	2.4
Comparison Schools Average	1.7	1.8	1.6	2.1	2.1	2.1	2.5	2.9	2.8	2.0	2.2	2.1
School System Average	1.9	1.8	1.8	2.4	2.4	2.4	3.0	3.0	3.1	2.4	2.4	2.4

1976-77

	First Grade			Second Grade			Third Grade			Nongraded		
	Reading	Math	Composite	Reading	Math	Composite	Reading	Math	Composite	Reading	Math	Composite
Follow Through Schools Average	2.3	2.0	2.0	2.3	2.6	2.4	3.1	3.3	3.2	2.7	2.8	2.7
Comparison Schools Average	1.6	1.6	1.5	2.2	2.2	2.3	2.6	2.9	2.9	2.3	2.2	2.2
School System Average	2.0	1.9	1.9	2.3	2.6	2.6	3.1	3.2	3.2	2.5	2.4	2.5

1977-78

	First Grade			Second Grade			Third Grade			Nongraded		
	Reading	Math	Composite	Reading	Math	Composite	Reading	Math	Composite	Reading	Math	Composite
Follow Through Schools Average	2.3	1.9	2.1	2.6	2.7	2.7	2.9	3.0	3.1	2.8	2.8	2.8
Comparison Schools Average	1.8	1.7	1.6	2.6	2.5	2.5	2.9	2.9	3.0	2.2	2.1	2.1
School System Average	2.1	1.9	1.9	2.6	2.7	2.7	3.2	3.2	3.2	2.6	2.5	2.6

1978-79

	First Grade			Second Grade			Third Grade			Nongraded		
	Reading	Math	Composite	Reading	Math	Composite	Reading	Math	Composite	Reading	Math	Composite
Follow Through Schools Average	2.3	2.1	2.3	2.6	2.8	2.8	3.4	3.3	3.5	2.8	2.8	3.0
Comparison Schools Average	1.9	1.6	1.6	2.4	2.4	2.4	3.0	3.3	3.3	2.5	2.6	2.5
School System Average	2.2	1.9	2.0	2.6	2.7	2.7	3.3	3.3	3.4	2.7	2.7	2.7

1979-80

	First Grade			Second Grade			Third Grade		
	Reading	Math*	Composite*	Reading	Math*	Composite*	Reading	Math*	Composite*
Follow Through Schools Average	2.3	–	–	2.6	–	–	2.8	–	–
Comparison Schools Average	2.2	–	–	2.6	–	–	3.2	–	–
School System Average	2.2	–	–	2.6	–	–	3.3	–	–

*Only the Reading Subtest of the ITBS was administered systemwide during 1979-80.

TABLE 13

AVERAGE AGE ACHIEVEMENT QUOTIENTS IN READING ON THE IOWA TESTS OF BASIC SKILLS FOR FOLLOW THROUGH (FT), COMPARISON, AND SYSTEM PUPILS IN THE PRIMARY GRADES FROM 1973-74 THROUGH 1979-80 (UNMATCHED)

	1973-74			1974-75				1975-76*				1976-77*		
	First	Second	Third	First	Second	Third	50***	First	Second	Third	50***	First	Second	Third
Follow Through Schools	108	96	93	108	100	92	97	105	97	92	101	111	97	95
Comparison Schools	100	94	91	101	92	87	97	103	95	88	96	99	93	90
System	104	97	95	104	100	93	99	105	98	93	99	107	99	95

	1977-78**			1978-79			1979-80		
	First	Second	Third	First	Second	Third	First	Second	Third
Follow Through Schools	112	101	92	112	101	97	110	98	91
Comparison Schools	104	100	92	102	98	94	106	98	97
System	108	101	95	106	101	97	105	99	97

* Pupils in nongraded Follow Through classes were grouped within grade level designations and included in the project average at the appropriate grade level. Comparison school pupils in nongraded classrooms were not included in the comparison and system graded averages.

** Pupils in nongraded Follow Through classes were grouped with grade level designations and included in the project average of the appropriate grade level. Comparison pupils at Toomer and Slaton were not included in the comparison average because students were in nongraded classes and we were unable to determine appropriate grade level designations. Nongraded pupils were not included in the system average.

*** Fifty (50) indicates nongraded primary.

TABLE 14

AVERAGE GRADE EQUIVALENT SCORES IN READING, MATHEMATICS, AND COMPOSITE ON THE IOWA TESTS OF BASIC SKILLS FOR EACH FOLLOW THROUGH SCHOOL
PRIMARY GRADES

1977-78

School	First Grade				Second Grade				Third Grade			
	N*	Reading	Math	Composite	N*	Reading	Math	Composite	N*	Reading	Math	Composite
English Avenue	90	2.1	1.6	2.0	86	2.4	2.4	2.5	65	3.1	2.9	3.3
Grant Park	41	2.0	1.8	1.8	64	2.9	2.9	2.9	54	3.3	3.5	3.5
John Hope	65	2.5	2.3	2.2	43	2.5	2.8	2.7	61	2.9	2.9	3.0
Dean Rusk	50	2.8	2.0	2.4	47	2.9	3.0	2.9	41	2.7	2.8	2.9
Wesley Avenue	37	2.1	2.0	1.9	29	2.6	2.7	2.4	39	2.5	2.7	2.6
Follow Through	283	2.3	1.9	2.1	269	2.6	2.7	2.7	240	2.9	3.0	3.1

1978-79

School	First Grade				Second Grade				Third Grade			
	N*	Reading	Math	Composite	N*	Reading	Math	Composite	N*	Reading	Math	Composite
English Avenue	38	2.0	1.8	1.9	77	2.2	2.7	2.3	72	3.7	3.4	3.8
Grant Park	33	2.6	1.9	2.2	38	2.5	2.8	2.7	62	3.3	3.4	3.5
John Hope	35	2.7	2.2	2.3	54	2.9	3.0	3.1	42	3.1	3.1	3.2
Dean Rusk	42	3.0	2.2	2.7	49	2.9	2.7	3.2	37	3.3	3.4	3.4
Wesley Avenue	22	2.3	2.2	2.2	28	2.9	3.3	2.9	26	3.1	3.1	3.1
Follow Through	170	2.5	2.1	2.3	266	2.6	2.8	2.8	239	3.4	3.4	3.5

1979-80

School	First Grade				Second Grade				Third Grade			
	N	Reading	Math**	Composite**	N	Reading	Math**	Composite**	N	Reading	Math**	Composite**
English Avenue	66	2.0	—	—	48	2.3	—	—	71	2.8	—	—
Grant Park	38	2.6	—	—	55	2.6	—	—	57	2.9	—	—
John Hope	67	2.9	—	—	61	2.4	—	—	72	3.0	—	—
Dean Rusk	42	2.8	—	—	39	3.2	—	—	40	2.5	—	—
Whitefoord***	46	2.3	—	—	—	—	—	—	—	—	—	—
Follow Through	259	2.5	—	—	203	2.6	—	—	240	2.8	—	—

* The number given represents the number of pupils for whom a reading score was reported. The number reported for mathematics and composite never varied by more than one pupil.

** Only the reading subtest of the ITBS was administered systemwide in 1979-80.

*** Whitefoord Elementary School has no second or third grade.

TABLE 15

AVERAGE AGE ACHIEVEMENT QUOTIENTS IN READING, MATHEMATICS, AND COMPOSITE ON THE IOWA TESTS OF BASIC SKILLS FOR EACH FOLLOW THROUGH SCHOOL
PRIMARY GRADES

1977-78

School	First Grade				Second Grade				Third Grade			
	N*	Reading	Math	Composite	N*	Reading	Math	Composite	N*	Reading	Math	Composite
English Avenue	90	109	104	108	86	98	100	101	63	94	93	97
Grant Park	91	107	103	105	69	105	106	106	54	96	99	98
John Hope	63	115	113	110	63	101	107	104	61	91	93	94
Dean Rusk	50	119	109	113	47	104	107	105	61	91	93	93
Wesley Avenue	37	107	107	106	29	100	103	99	39	88	91	89
Follow Through	233	112	107	109	269	101	104	103	240	92	94	95

1978-79

School	First Grade				Second Grade				Third Grade			
	N*	Reading	Math	Composite	N*	Reading	Math	Composite	N*	Reading	Math	Composite
English Avenue	38	105	104	104	77	96	104	98	72	101	99	102
Grant Park	33	111	103	107	58	97	103	102	62	97	100	101
John Hope	35	114	108	108	54	105	109	108	42	96	97	98
Dean Rusk	42	120	110	117	49	105	104	109	37	96	98	98
Wesley Avenue	22	107	108	107	28	104	109	104	26	93	93	93
Follow Through	170	112	107	109	266	101	105	104	239	97	98	99

1979-80

School	First Grade				Second Grade				Third Grade			
	N	Reading	Math**	Composite	N	Reading	Math**	Composite	N	Reading	Math**	Composite
English Avenue	66	103	—	—	48	94	—	—	71	92	—	—
Grant Park	38	111	—	—	55	98	—	—	57	90	—	—
John Hope	67	115	—	—	61	96	—	—	72	93	—	—
Dean Rusk	42	113	—	—	39	107	—	—	40	89	—	—
Whitefoord***	46	107	—	—	—	—	—	—	—	—	—	—
Follow Through	259	110	—	—	203	98	—	—	240	91	—	—

* The number given represents the number of pupils for whom a reading score was reported. The number reported for mathematics and composite sometimes varied but never more than one pupil.

** Only the Reading subtest of the ITBS was administered systemwide during 1979-80.

*** Whitefoord Elementary School has no second or third grade.

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TABLE 16

PROJECT AND NON-PROJECT RESULTS
CONSECUTIVE YEARS MATCHED SYSTEM ITBS AVERAGES ALL PROJECT PARTICIPANTS
READING

PROJECT	TYPE SCORE	N	1976	1977	GAIN	N	1977	1978	GAIN	N	1978	1979	GAIN
ESAA-TITLE I	AAQ									644	81	82	1
READING	GE										2.8	3.6	.8
EOA	AAQ	806	82	80	-2	725	84	81	-3	673	85	82	-3
READING	GE		3.2	3.8	.6		3.2	3.7	.5		3.3	3.9	.6
TITLE I READING	AAQ	5474	77	77		5024	78	77	-1	2310	76	75	-1
REGULAR	GE		2.8	3.6	.8		3.1	3.8	.7		3.9	4.5	.6
TITLE I-	AAQ									5071	80	81	1
CEP READING	GE										2.8	3.6	.8
TITLE I- CEP	AAQ	928	78	80	2	913	80	80		519	80	81	1
VERBAL SKILLS	GE		2.7	3.7	1.0		3.1	4.0	.9		3.0	3.8	.8
FOLLOW THROUGH	AAQ	450	103	96	-7	418	105	98	-7	432	106	100	-6
READING	GE		2.2	2.7	.5		2.3	2.8	.5		2.4	2.9	.5
ESAA REMEDIAL	AAQ	1209	81	80	-1	780	86	83	-3	23	95	94	-1
READING	GE		2.8	3.4	.6		2.8	3.5	.7		2.3	3.2	.9
HOFFMAN READING	AAQ	361	92	90	-2	340	91	92	1	214	81	83	2
LAB CENTER	GE		3.8	4.6	.8		3.8	4.9	1.1		2.9	3.9	1.0
LITERACY ACTION-	AAQ	58	93	90	-3	73	85	83	-2	61	88	84	-4
ESAA (NPO)	GE		2.6	3.2	.6		2.6	3.3	.7		2.8	3.3	.5
TITLE I- CEP	AAQ	707	79	78	-1	1449	80	80		882	80	81	1
DRL READING	GE		2.5	3.2	.7		2.9	3.7	.8		3.0	3.8	.8
CEP	AAQ	1525	88	88		2172	88	86	-2				
READING	GE		1.8	2.7	.9		2.1	2.8	.7				
TITLE I OR CEP	AAQ	6996	80	79	-1	7192	81	80	-1				
READING (77-78)	GE		2.6	3.4	.8		2.8	3.5	.7				
NC READING	AAQ	21316	98	94	-4	19607	100	96	-4	23268	100	95	-5
PROJECT	GE		3.6	4.3	.7		3.8	4.4	.6		4.0	4.6	.6
TOTAL	AAQ	32793	92	89	-3	31437	94	90	-4	34161	94	91	-3
READING	GE		3.3	4.0	.7		3.5	4.1	.6		3.7	4.4	.7

TABLE 17

PROJECT AND NON-PROJECT RESULTS
CONSECUTIVE YEARS MATCHED SYSTEM ITBS AVERAGES ALL PROJECT PARTICIPANTS
MATHEMATICS

PROJECT	TYPE SCORE	N	1976	1977	GAIN	N	1977	1978	GAIN	N	1978	1979	GAIN
ESAA-	AAQ									644	83	82	-1
TITLE I MATH	GE										3.1	3.8	.7
ECA MATH	AAQ	301	82	81	-1	289	85	84	-1	295	86	84	-2
	GE		3.8	4.5	.7		4.1	4.8	.7		4.1	4.7	.6
TITLE I	AAQ	5131	80	80		6294	81	80	-1	1960	78	77	-1
MATH	GE		3.0	3.8	.8		3.3	4.1	.8		4.0	4.8	.8
TITLE I-	AAQ									4886	82	83	1
CEP MATH	GE										3.1	4.0	.9
TITLE I- CEP	AAQ									870	82	81	-1
BNL MATH	GE										3.2	3.9	.7
NATIONAL	AAQ	389	94	94		425	96	93	-3	184	100	99	-1
ESAA SIED	GE		3.6	4.5	.9		3.9	4.5	.6		4.4	5.3	.9
ESAA REMEDIAL	AAQ	927	84	83	-1	460	83	86	-2	12	91	91	
MATH	GE		3.0	3.7	.7		2.8	3.4	.6		2.9	3.9	1.0
CCA MATH	AAQ	632	76	74	-2	6564	97	93	-4	6549	97	94	-3
	GE		4.5	4.9	.4		3.5	4.2	.7		3.5	4.2	.7
FOLLOW THROUGH	AAQ	448	104	100	-4	414	106	101	-5	430	105	102	-3
MATH	GE		2.2	2.9	.7		2.3	2.9	.6		2.2	3.0	.8
INSTRUMENTAL	AAQ									1460	82	82	
ENRICHMENT	GE										3.5	4.2	.7
CEP MATH	AAQ	431	91	90	-1	371	90	89	-1				
	GE		2.1	2.9	.8		2.3	3.1	.8				
TITLE I OR CEP	AAQ	5560	80	80		6659	81	81					
MATH (77-78)	GE		2.9	3.7	.8		3.3	4.0	.7				
NO MATH	AAQ	24609	97	94	-3	16498	100	97	-3	19720	99	95	-4
PROJECT	GE		3.5	4.2	.7		3.7	4.3	.6		4.0	4.6	.6
TOTAL	AAQ	32494	94	91	-3	31049	95	92	-3	33885	95	92	-3
MATH	GE		3.4	4.1	.7		3.5	4.2	.7		3.8	4.5	.7

TABLE 18

PROJECT AND NON-PROJECT RESULTS
CONSECUTIVE YEARS MATCHED SYSTEM ITBS AVERAGES
PRIMARY GRADES
READING

PROJECT	TYPE SCORE	N	1976	1977	GAIN	N	1977	1978	GAIN	N	1978	1979	GAIN
ESAA-TITLE I	AAQ									148	87	89	
READING	GE										1.5	2.1	.8
EOA	AAQ	78	92	90	-2	88	92	88	-4	95	96	91	-5
READING	GE		2.1	2.8	.7		2.1	2.6	.5		2.4	2.8	.4
TITLE I READING	AAQ	645	95	97	2	582	96	98	2				
REGULAR	GE		1.3	2.3	1.0		1.4	2.4	1.0				
TITLE I-	AAQ									855	86	87	1
CEP READING	GE										1.4	2.4	1.0
TITLE I- CEP	AAQ	47	84	88	4	63	83	88	5	71	84	82	-2
VERBAL SKILLS	GE		1.4	2.6	1.2		1.4	2.7	1.3		1.4	2.1	.7
FOLLOW THROUGH	AAQ	418	103	96	-7	418	105	98	-7	431	106	100	-6
READING	GE		2.2	2.7	.5		2.3	2.8	.5		2.4	2.9	.5
ESAA REMEDIAL	AAQ	194	94	92	-2	209	94	90	-4	13	101	97	-4
READING	GE		1.9	2.6	.7		1.8	2.4	.6		1.7	2.4	.7
HOFFMAN READING	AAQ	23	93	91	-2	28	102	108	6	33	84	88	4
LAB CENTER	GE		1.7	2.5	.8		2.1	3.6	1.5		1.5	2.7	1.2
LITERACY ACTION-	AAQ	27	100	96	-4	23	103	96	-7	28	100	95	-5
USAA (NPO)	GE		1.9	2.6	.7		2.2	2.6	.4		2.2	2.7	.5
TITLE I- CEP	AAQ	60	85	89	4	190	86	86		124	85	89	4
BRL READING	GE		1.4	2.5	1.1		1.4	2.3	.9		1.3	2.5	1.2
CEP	AAQ	1012	90	90	1	1100	93	89	-4				
READING	GE		1.5	2.4	.9		1.7	2.2	.5				
TITLE I OR CEP	AAQ	1656	88	88		1678	91	88	-3				
READING (77-78)	GE		1.4	2.4	1.0		1.6	2.3	.7				
NO READING	AAQ	7793	105	99	-6	7407	107	101	-6	8563	107	101	-6
PROJECT	GE		2.3	2.9	.6		2.4	3.0	.6		2.5	3.0	.5
TOTAL	AAQ	10310	103	97	-5	10091	103	98	-5	10356	104	99	-5
READING	GE		2.2	2.8	.6		2.2	2.8	.6		2.3	2.9	.6

TABLE 19

PROJECT AND NON-PROJECT RESULTS
CONSECUTIVE YEARS MATCHED SYSTEM ITBS AVERAGES
PRIMARY GRADES
MATHEMATICS

PROJECT	TYPE SCORE	N	1976	1977	GAIN	N	1977	1978	GAIN	N	1978	1979	GAIN
ESAA-TITLE I MATH	AAQ									105	80	88	-1
	GE										1.7	2.5	.8
EOA MATH	AAQ									23	96	93	-3
	GE										1.9	2.5	.6
TITLE I MATH	AAQ	512	85	88	3	606	97	98	1				
	GE		1.4	2.4	1.0		1.5	2.4	.9				
TITLE I-CEP MATH	AAQ									506	97	98	1
	GE										1.5	2.4	.9
TITLE I- CEP DRL MATH	AAQ									84	86	85	-1
	GE										1.4	2.2	.8
NATIONAL ESAA SLFD	AAQ	6	114	109	-5	6	104	106	2	21	96	97	1
	GE		3.7	4.3	.6		2.7	3.9	1.2		2.1	3.1	1.0
ESAA REMEDIAL MATH	AAQ	145	97	94	-3	145	97	94	-3	3	90	90	-6
	GE		2.0	2.7	.7		1.9	2.6	.7		2.5	3.0	.5
CDA MATH	AAQ	2189	105	100	-5	2166	105	100	-5	2271	105	101	-4
	GE		2.2	2.9	.7		2.2	2.9	.7		2.2	2.9	.7
FOLLOW THROUGH MATH	AAQ	447	104	100	-4	414	106	101	-5	429	105	102	-3
	GE		2.2	2.9	.7		2.3	2.9	.6		2.2	3.0	.8
INSTRUMENTAL ENRICHMENT	AAQ												
	GE												
CEP MATH	AAQ	234	91	90	-1	174	93	92	-1				
	GE		1.6	2.4	.8		1.7	2.5	.8				
TITLE I OR CEP MATH (77-78)	AAQ	744	87	89	1	770	89	90	1				
	GE		1.5	2.4	.9		1.5	2.4	.9				
NO MATH PROJECT	AAQ	6794	104	100	-4	6550	106	101	-5	6822	106	101	-5
	GE		2.2	2.9	.7		2.3	3.0	.7		2.3	3.0	.7
TOTAL MATH	AAQ	10181	103	99	-4	10002	105	100	-5	10279	105	100	-5
	GE		2.1	2.9	.8		2.2	2.9	.7		2.3	3.0	.7

TABLE 20

PROJECT AND NON-PROJECT RESULTS
CONSECUTIVE YEARS MATCHED SYSTEM ITBS AVERAGES
PRIMARY GRADE STUDENTS WITH AAQ'S OF 90 AND BELOW
READING

PROJECT	TYPE SCORE	N	1976	1977	GAIN	N	1977	1978	GAIN	N	1978	1979	GAIN
ESAA-TITLE I	AAQ									133	85	86	1
READING	GE										1.5	2.4	.9
ESA	AAQ	39	85	86	1	37	85	83	-2	26	82	79	-3
READING	GE		1.6	2.6	1.0		1.8	2.3	.5		1.8	2.2	.4
TITLE I READING	AAQ	586	84	86	2	467	84	87	3				
REGULAR	GE		1.3	2.3	1.0		1.3	2.4	1.1				
TITLE I-	AAQ									799	85	87	2
CEP READING	GE										1.4	2.4	1.0
TITLE I- CEP	AAQ	46	84	88	4	60	83	88	5	69	84	82	-2
VERBAL SKILLS	GE		1.4	2.6	1.2		1.4	2.7	1.3		1.4	2.1	.7
FOLLOW THROUGH	AAQ	87	85	84	-1	63	86	87	1	62	84	90	6
READING	GE		1.4	2.1	.7		1.6	2.5	.9		1.5	2.8	1.3
ESAA REMEDIAL	AAQ	83	85	85		83	84	84		4	88	89	1
READING	GE		1.6	2.5	.9		1.5	2.3	.8		1.5	2.4	.9
HOFFMAN READING	AAQ	7	86	89	3	2	90	104	14	33	84	88	4
LAB CENTER	GE		1.5	2.7	1.2		1.4	3.6	2.2		1.5	2.7	1.2
LITERACY ACTION-	AAQ	9	85	89	4	2	79	73	-6	5	88	87	-1
ESAA (NPD)	GE		1.4	2.6	1.2		1.4	1.7	.3		1.6	2.5	.9
TITLE I- CEP	AAQ	55	83	89	5	161	84	85	1	119	84	89	5
BAL READING	GE		1.3	2.5	1.2		1.4	2.3	.9		1.3	2.5	1.2
CEP	AAQ	532	84	87	3	512	84	85	1				
READING	GE		1.3	2.4	1.1		1.4	2.2	.8				
TITLE I OR CEP	AAQ	1119	84	87	3	976	84	86	2				
READING (77-78)	GE		1.3	2.3	1.0		1.4	2.3	.9				
NO READING	AAQ	718	84	85	1	460	84	88	4	456	85	88	3
PROJECT	GE		1.3	2.3	1.0		1.4	2.5	1.1		1.4	2.4	1.0
TOTAL	AAQ	2158	84	86	2	1842	84	86	2	1702	85	87	2
READING	GE		1.3	2.3	1.0		1.4	2.4	1.0		1.4	2.4	1.0

TABLE 21

PROJECT AND NON-PROJECT RESULTS
CONSECUTIVE YEARS MATCHED SYSTEM ITBS AVERAGES
PRIMARY GRADE STUDENTS WITH AAQ'S OF 90 AND BELOW
MATHEMATICS

PROJECT	TYPE SCORE	N	1976	1977	GAIN	N	1977	1978	GAIN	N	1978	1979	GAIN
ESAA-TITLE I MATH	AAQ									91	86	87	1
	GE										1.5	2.5	1.0
EVA MATH	AAQ									2	84	90	6
	GE										.8	2.1	1.3
TITLE I MATH	AAQ	485	85	87	2	464	85	86	1				
	GE		1.4	2.4	1.0		1.4	2.4	1.0				
TITLE I-CEP MATH	AAQ									543	86	88	2
	GE										1.4	2.4	1.0
TITLE I- CEP BAL MATH	AAQ									79	85	84	-1
	GE										1.4	2.2	.8
NATIONAL ESAA SEED	AAQ									4	88	93	5
	GE										1.7	3.0	1.3
ESAA REMEDIAL MATH	AAQ	39	84	87	3	37	85	87	2				
	GE		1.5	2.6	1.1		1.7	2.6	.9				
EVA MATH	AAQ	268	86	87	1	205	86	88	2	202	86	87	1
	GE		1.4	2.4	1.0		1.4	2.4	1.0		1.5	2.4	.9
FOLLOW THROUGH MATH	AAQ	50	86	87	1	29	86	84	-2	42	84	90	6
	GE		1.4	2.4	1.0		1.5	2.2	.7		1.4	2.8	1.4
INSTRUMENTAL ENRICHMENT	AAQ												
	GE												
CEP MATH	AAQ	95	85	85		79	85	88	3				
	GE		1.5	2.3	.8		1.4	2.4	1.0				
TITLE I OR CEP MATH (77-78)	AAQ	579	85	87	2	542	85	86	1				
	GE		1.4	2.4	1.0		1.4	2.4	1.0				1
NO MATH PROJECT	AAQ	541	85	86	1	356	85	88	3	294	85	88	3
	GE		1.4	2.3	.9		1.5	2.4	.9		1.4	2.3	.9
TOTAL MATH	AAQ	1414	85	87	2	1138	85	87	2	1104	85	87	2
	GE		1.4	2.4	1.0		1.5	2.4	.9		1.4	2.4	1.0

TABLE 22

FOLLOW THROUGH COST PER COMPONENT

Component	1977-78 Cost Allocated Per Component	1977-78 Per Cent of Total Budget	1978-79 Cost Allocated Per Component	1978-79 Per Cent of Total Budget	1979-80 Cost Allocated Per Component	1979-80 Per Cent of Total Budget
Administration*	$122,892	14	$176,347	18	$211,229	21
Instruction	470,655	55	415,773	42	484,789	49
Parent Activities	115,130	13	128,846	13	94,504	9
Medical/Dental	78,638	9	94,989	10	70,301	7
Social Services	59,310	7	56,783	6	49,446	5
Psychological Services	318	0	22,694	2	5,068	0
Supplementary Training	11,172	1	11,092	1	0	0
Staff and Career Development	3,179	0	10,681	1	10,143	1
Evaluation	639	0	73,408	7	70,879	7
Total	$861,930	99	$990,613	100	$996,359	99

*Includes all indirect charges.

FIGURE 1

CALIFORNIA ACHIEVEMENT TESTS (CAT)
TOTAL PREREADING PERCENTILE RANKING OF FOLLOW THROUGH, COMPARISON, AND SYSTEMS KINDERGARTEN STUDENTS
1979-80

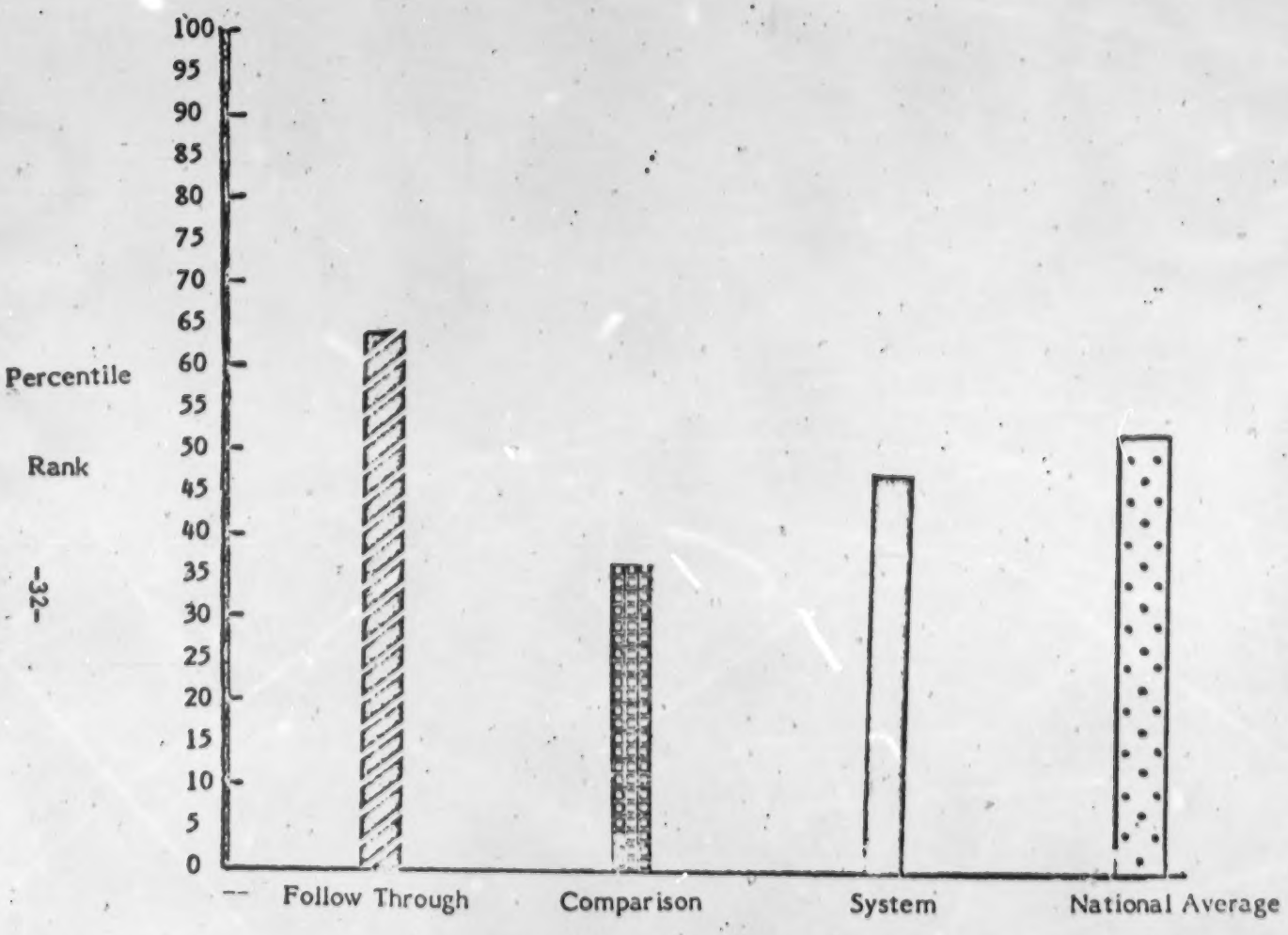


FIGURE 2

AVERAGE AGE ACHIEVEMENT QUOTIENTS IN READING ON THE IOWA TESTS OF BASIC SKILLS FOR FOLLOW THROUGH, COMPARISON, AND SYSTEM PUPILS IN THE FIRST GRADE FROM 1973-74 THROUGH 1979-80

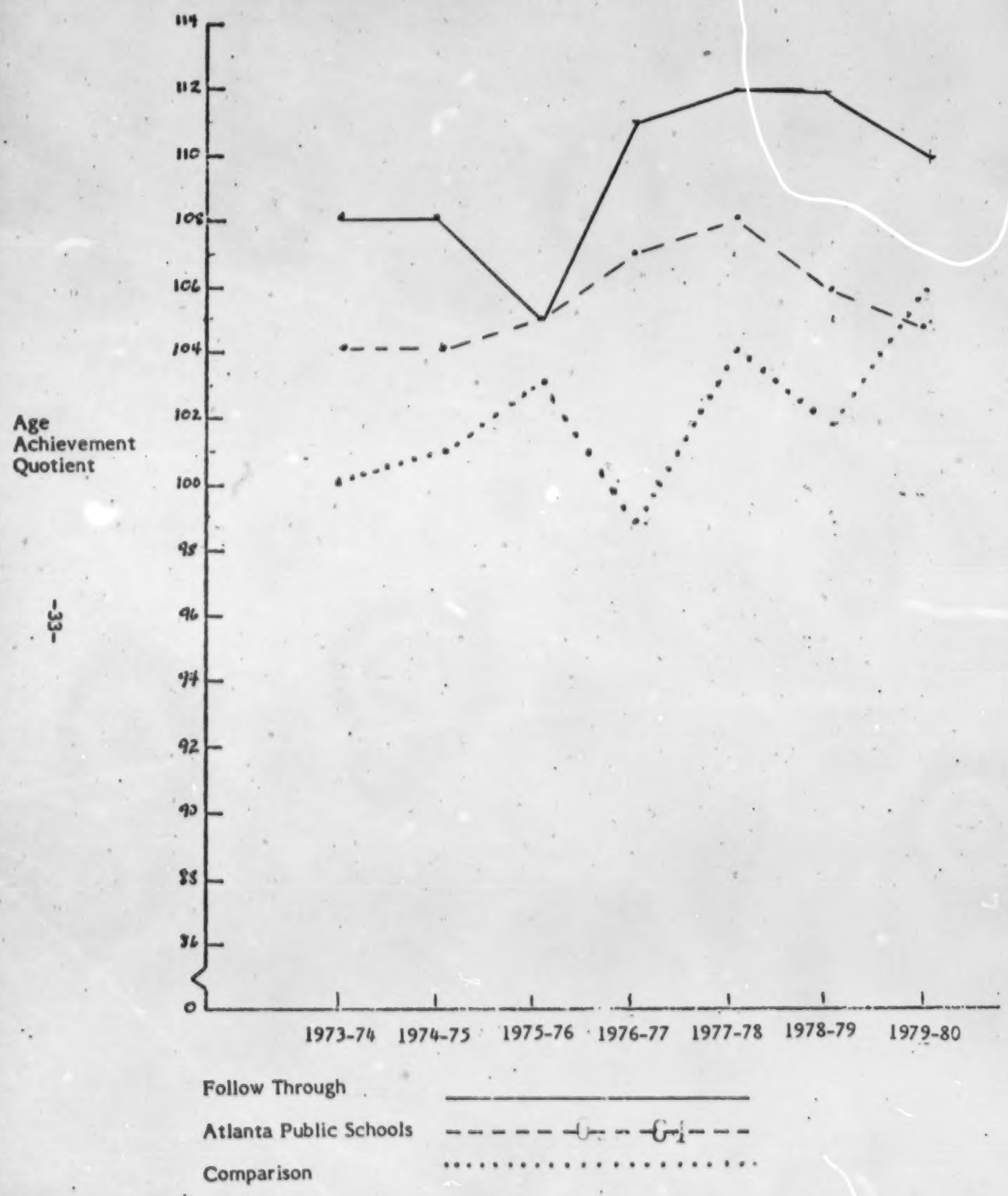


FIGURE 3

AVERAGE AGE ACHIEVEMENT QUOTIENTS IN READING ON THE IOWA TESTS OF BASIC SKILLS FOR FOLLOW THROUGH, COMPARISON, AND SYSTEM PUPILS IN THE SECOND GRADE FROM 1973-74 THROUGH 1979-80

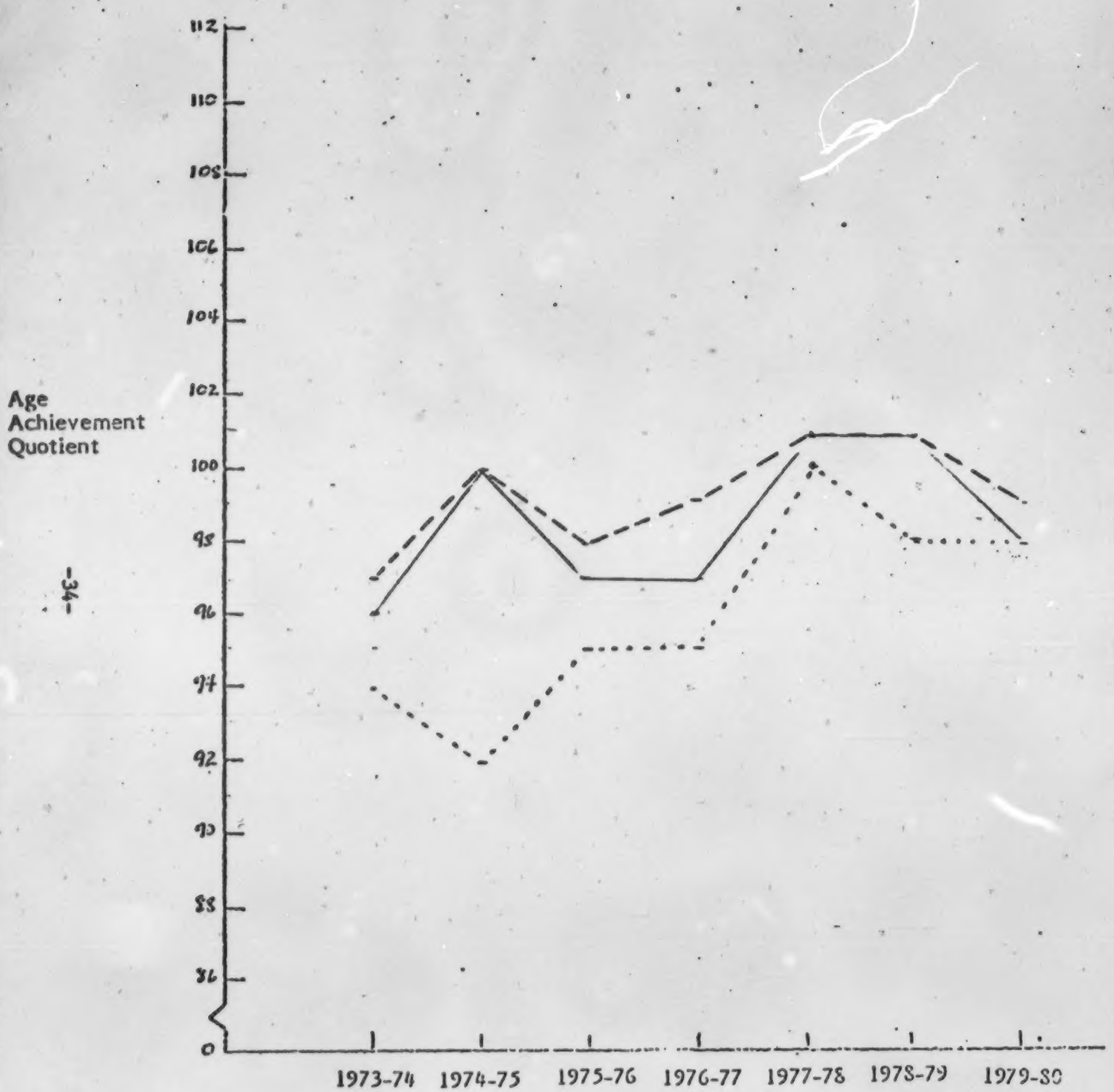
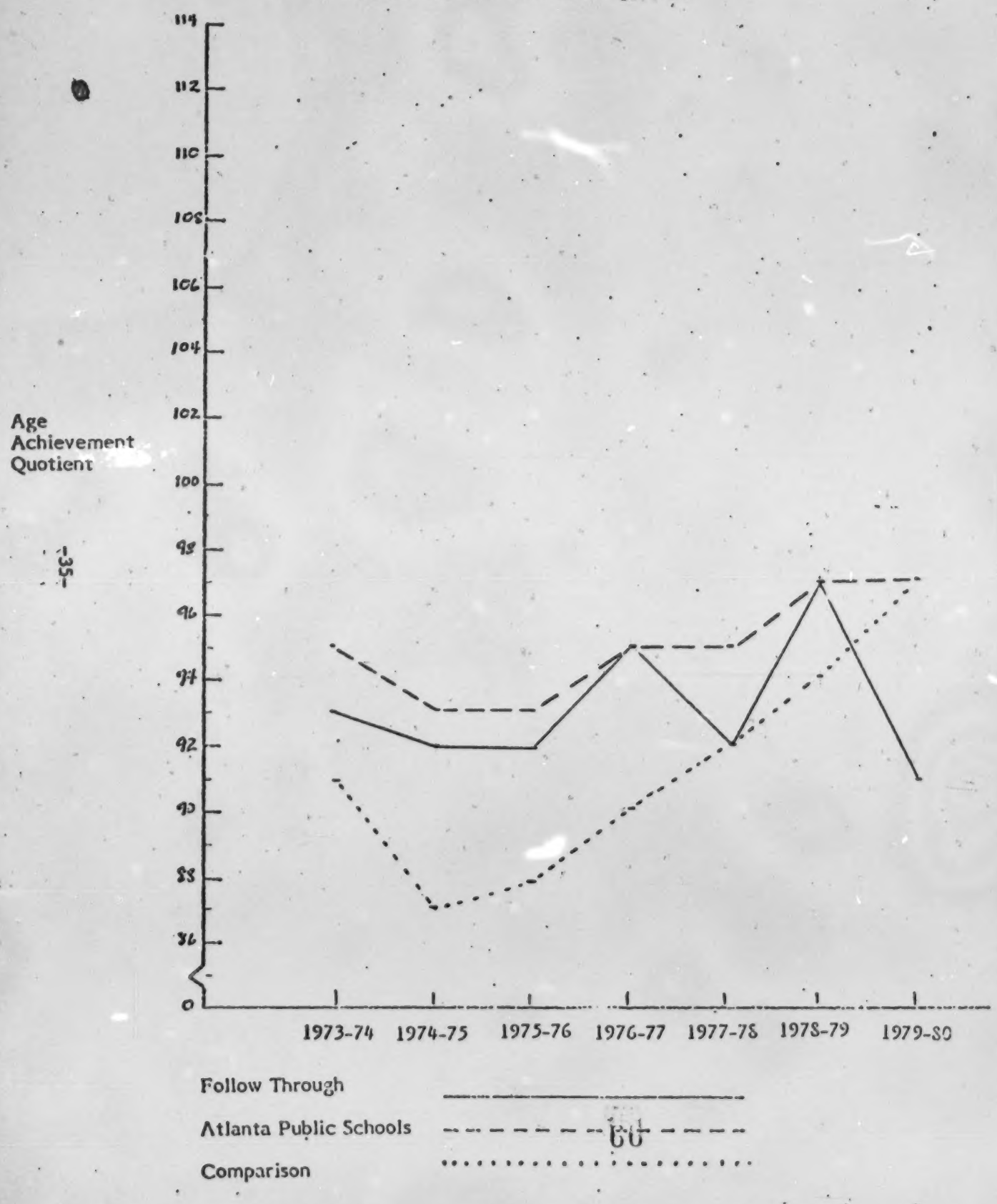


FIGURE 4

AVERAGE AGE ACHIEVEMENT QUOTIENTS IN READING ON THE IOWA TESTS OF BASIC SKILLS FOR FOLLOW THROUGH, COMPARISON, AND SYSTEM PUPILS IN THE THIRD GRADE FROM 1973-74 THROUGH 1979-80



APPENDIX

APPENDIX A

INTERDEPENDENT LEARNING MODEL FOLLOW THROUGH PROGRAM
(MODEL IMPLEMENTATION CHECKLIST) ITEM EXPLANATION (1/77)

CHECKLIST ITEM	ITEM EXPLANATION
A. TRANSACTIONAL INSTRUCTIONAL GAMES ARE USED	A. TRANSACTIONAL INSTRUCTIONAL GAMES ARE USED
1. Games and game-like activities are provided for use throughout the school day.	1. Throughout morning and afternoon instructional periods instructional games and/or manipulative materials are used by or are available choices for some of the children.
2. Games are designed to teach or reinforce all curriculum subjects such as reading, language arts, mathematics, science, health education, social studies, physical education, etc.	2. There should be usable games in all curriculum areas. Math, science, language arts, and social studies must be represented in order to check Yes.
3. Games are designed to reflect the culture and environment of the children.	3. People in the games look like neighborhood people. Items in the games are ones likely to be found in the neighborhood. Social studies games teach children about their ethnic history (at least one game) and current activities. Games containing numbers, words or other like symbols are not included in this item.
4. Game content is relevant to current instructional objectives.	4. Content in the games should be the same as that being taught during direct instruction. On an average games or game content should be updated at least once a month in 67 per cent of the games currently in use.
5. A variety of game format types are used.	5. At least one game in each of the following formats is currently in use: puzzle, matching (such as concentration), cover up, spinner, cards, and pathboard.
6. Game designs, materials and rule structures are appropriate for the ages and levels of competence of the children.	6. At least 50 per cent of the games in use can be played by all children in the classroom.
7. Games are structured and played noncompetitively and cooperatively.	7. The rules and design of at least 50 per cent of the games insure that all players work toward a common goal. Rules have been changed for competitively structured instructional games so that the players help each other and there are no winners. For example, in games such as Bingo and Lotto, play continues until every player's card is filled.
8. Most games are played by heterogeneous ability groups.	8. At least 50 per cent of the game playing is carried out by children in mixed achievement groups.
9. Games are played by children independent of direct teacher supervision.	9. After games have been learned children play them independently at least 50 per cent of the time.

A-1

10. Games are introduced and played using the technique of "Teaching from Within."	10. New games are taught by demonstration, with the teacher participating in the game as an equal player with the children. Children also teach games "from within."
11. Children are able to teach games to other children or adults.	11. After games have been learned children are able to teach them to others. (Ask children to teach you a game randomly.)
B. ROOM ARRANGEMENT	B. ROOM ARRANGEMENT
1. The classroom is arranged into clearly defined and labelled interest areas.	1. Areas of the classroom are clearly labelled with the name of the subject/activities that take place there and are separated by boundaries of space, shelves, rugs, etc. The supplies, materials, books, games, etc., pertaining to each subject/activity are usually stored in the appropriate area.
2. Interest areas reflect all curriculum activities, such as reading, language arts, mathematics, science, health education, social studies, music, and art.	2. Interest areas in at least the following subjects are present: reading/language arts, mathematics, science/health education, social studies, and art.
3. Each interest area contains a variety of materials, games and activities.	3. In each interest area there are at least four different activities accommodating different achievement levels and learning styles.
4. Activities and materials reflect the culture and the community environment of the children.	4. At least 50 per cent of the activities and materials relate to or include experiences that are part of the culture and environment of the children.
5. Activities and materials reflect the interests of the children in the classroom.	5. At least 50 per cent of the activities and materials reflect the interests of the children. (Look for child-initiated activities.)
6. Classroom equipment and supplies are systematically arranged within the interest area.	6. Equipment and supplies are neatly arranged, complete and categorized according to achievement level when appropriate. For example, materials for readers and non-readers may be coded.
7. Classroom equipment and supplies are accessible to the children, i.e., need not be dispensed or distributed by the teaching team.	7. Equipment and supplies the children use regularly, (for example, pencils, paper, etc.) should be placed where children can get them without assistance. Materials should be repackaged for ease in handling when necessary.
8. Equipment and supplies are appropriate for the age and level of competence of the children.	8. Children have the skills necessary to use the equipment and supplies available for them. Activities are appropriate to the grade-level instructional objectives as well.
9. Where space allows, the room arrangement provides for a variety of types of activities.	9. Both large group and small group activities can take place easily.
10. Space is provided for individuals and for small groups to work.	10. Self-explanatory item.

A-12

11. Children have a place to keep their possessions.	11. Cubby holes, desks, etc., are provided for each child. (If desks are used, children do not have to sit at the same desks in which they keep their possessions.) Teachers also have a place to store their supplies.
12. Regular traffic patterns are established.	12. Children can move through the room in an orderly fashion without disturbing others. (Look for wide aisles, "one way" aisles, materials near place of use, etc.)
13. Every child's work is regularly displayed.	13. There is some display of children's work at all times. Displays are changed at least every three weeks. Every child's work is displayed at least once every three months.
C. GROUPING	C. GROUPING
1. Children generally are taught and work in small groups.	1. All children work in groups of eight or less for at least 50 per cent of the day.
2. Most grouping is determined by self-scheduling.	2. Grouping is formed by self-scheduling for at least 50 per cent of the time during which small group instruction occurs.
3. Children, for the most part, work in heterogeneous achievement level groups.	3. Heterogeneous achievement level groups are formed for at least 50 per cent of the time during which small group instruction occurs.
4. Grouping is flexible.	4. When children change groups, the new groups which are formed do not have the exact same children in them, e. g., the same children are not in the same reading and math groups.
5. Grouping is appropriate to meet instructional objectives.	5. Groups are the proper size for meeting the individual needs of the children. Children's skills are appropriate for the instructional content. Skills taught in large groups are appropriate ones.
D. TEAM FUNCTIONING	D. TEAM FUNCTIONING
1. Teaching team members (teacher and aides) regularly plan and evaluate classroom activities together.	1. Self-explanatory item.
2. Teaching team members regularly share instructional duties.	2. Both teachers and paraprofessionals give direct instruction, facilitate small group activities, teach from within, etc., more than 50 per cent of the instructional time.
3. Teaching team members teach all children in the classroom.	3. Everyday every member of the teaching team teaches every child in the class. No teaching team member teaches "her group" exclusively in all subjects.
4. The teaching team members share in managing the classroom.	4. All members of the teaching team participate in managerial classroom functions such as transitions, scheduling, etc.
5. The teaching team members share equally in carrying out non-instructional duties (i. e., housekeeping, bathroom, discipline, etc.).	5. Self-explanatory item.

A-3

6. Teaching team members utilize parents in classroom activities.	6. When parent instructional volunteers are available they are used as needed. When parent volunteers are present in the classroom they carry out instructional duties.
7. Teaching team members are familiar with parent involvement guidelines in the Follow Through Program.	7. Teaching team members have read the Federal regulations governing parent involvement. All regulations concerning parent involvement have been discussed with trainers, school principals, parent involvement program staff, etc.
E. CLASSROOM RULES AND BEHAVIOR	E. CLASSROOM RULES AND BEHAVIOR
1. Children participate in determining the classroom rules.	1. Classroom rules are established through discussions between children and teaching team members. (Discussing the rules with the children after they have been made by the teaching team is not acceptable.)
2. Classroom rules are prominently displayed.	2. Self-explanatory item.
3. Children are able to explain reasons for classroom rules.	3. Almost all children can at any time explain why classroom rules are necessary, what the purpose is for each of their rules and what each rule means. (Ask children what any given rule means and about its purpose.)
4. Classroom rules are followed by both adults and children.	4. Both children and adults follow the rules and routines they have established with few exceptions.
5. Responsibility for management of the children's behavior is systematically transferred from the teaching team to the children.	5. Most children follow classroom rules without intervention. The teaching team encourages children to solve their own behavioral problems. (Look for children reminding each other of rules, children taking increasing responsibility for getting their own supplies, scheduling their work, etc. Class meetings are held frequently to assess behavior and progress in transferring control of behavior from the teaching team to the children.)
6. Positive ways are used to alter unacceptable behavior.	6. Positive corrective methods are used which focus on the desired behavior with few exceptions. (Look for the following: Attention and praise are given for acceptable behavior. "Positive criticism" which lets the child know why he/she is wrong but focuses on how it may be corrected is used. Expectations for desired behavior are clear. (Absolutely no physical or verbal abuse is allowable, e. g. hitting, threatening with physical punishment, calling children derogatory names, etc.)
7. Teaching team members interact with children in a positive manner.	7. Teaching team members indicate that they accept the feelings and ideas of the children.

	Encouragement is given to children. Task-related praise is used frequently. (Look for words or facial expressions which indicate acceptance of the children's contributions.)
8. Teaching team members encourage children to behave independently.	8. The classroom arrangement, rules and activities allow children to function independent of direct adult supervision at least 50 per cent of the time.
9. Teaching team members encourage peer interaction.	9. The classroom arrangement, rules and activities promote peer interaction. (Look for children interacting with other children while performing instructional tasks.)
10. Teaching team members act in ways which reinforce cooperative behaviors among the children.	10. Cooperative behavior between children, children and adults and between adults is visible within the classroom. Classroom activities promote working together toward common goals. (Look for children helping each other while performing instructional tasks.)
F. EVALUATION	F. EVALUATION
1. Children evaluate their own work.	1. Over 50 per cent of the time all children evaluate how well they performed their tasks or to what degree they have met their current learning objectives.
2. The form used for self-evaluation is appropriate to the level of the children.	2. The amount and complexity of self-evaluation should continue to increase as the children gain more skill and practice in it.
3. Teaching team members evaluate the children's work and progress systematically and continuously.	3. Self-explanatory item.
4. An adult and children meet together regularly to discuss individual progress.	4. At least once a week there is a whole class meeting to discuss and evaluate classroom activities.
5. An adult and children meet together regularly to discuss individual progress.	5. Each child either individually or with a small group meets with at least one member of the teaching team to evaluate his/her mastery of learning objectives at least once a week.
6. Evaluation of the children's progress is shared regularly with their parents.	6. Methods for maintaining regular communication with parents about their children's progress are used. Report cards, notes from the teacher, homework assignments, parent-teacher conferences, home visits, class meetings, etc., may be used to fulfill this item.
G. SCHEDULING	G. SCHEDULING
1. The children participate in determining what their activities will be.	1. All children help decide <u>what</u> their activities will be over 50 per cent of the time.
2. The children participate in scheduling when most of their own activities will take place.	2. All children decide <u>when</u> they will carry out their activities at least 50 per cent of the time.

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3. The children demonstrate knowledge of general classroom scheduling routines.	3. Within a daily or weekly period, everyone has been able to complete the activities scheduled.
4. Scheduling is flexible enough for children and adults to complete activities.	4. Without being directed to do so, children move immediately to another activity after completing an activity. They do not have to wait for other individuals to finish.
5. As an activity is completed, children move to another activity.	5. Self-explanatory item.
6. Individual child or group transitions from one activity to another are smooth.	6. (Look for children moving from one activity to the next without disruption or confusion.)
7. A variety of classroom activities such as reading, science, social studies, math, art, etc. occur simultaneously within the classroom during most time periods.	7. During small group activity time, at least four different types of activities or subjects are in evidence at the same time; for example, reading, art, listening activities and science. Reading, spelling, reading workbooks and handwriting do not constitute variety since they are all language arts.
8. Scheduling procedures allow for children to move independently from one activity to another.	8. Except during direct instruction children can schedule their work independent of adults.
9. The form of self-scheduling used is appropriate to the level of the children.	9. The format used for self-scheduling should become more child-centered as the children gain experience. They should increasingly be responsible for more complex decision-making. Instructional skills should be utilized. For example, second and third grade children might make contracts rather than use table rotation or clothespin choice boards.
10. Teaching teams plan their own schedules in conjunction with the children.	10. Teaching teams are flexible and responsive to the children's interests and needs. Occasionally, activities are shortened or expanded to meet a particular set of unexpected circumstances.
H. RECORD KEEPING	H. RECORD KEEPING
1. Children keep records of their own activities.	1. At least 50 per cent of the time, all children record what they do. At the very least they keep records on their independent activities.
2. The format used for recordkeeping is appropriate to the level of the children.	2. The record forms should periodically be updated to include more information. As children learn to read and write, written rather than pictorial record forms should be used.
3. Teaching team members maintain records of each child's progress.	3. Teaching team members keep records of what activities occurred, who completed them, etc., on a weekly or monthly basis. (School system checklists, Daily Reading Progress records, etc. may be used as criteria for this item.)

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4. Teaching team members have records of planned instructional objectives and activities of each curriculum area.	4. At the discretion of the trainer* and school principal, daily or weekly lesson plans may be required. A minimum requirement is tri-monthly records of planned instructional objectives for the class.
I. SPECIFIC MODEL ACTIVITIES	I. SPECIFIC MODEL ACTIVITIES
1. The Integrated Skills Method (ISM) is used for teaching reading.	1. ISM instruction is given daily to all children.
2. If the equipment is available, listening stations are used in classrooms.	2. At least twice a week all children engage in listening station activities (if the equipment is working.)
3. Street, folk, or musical games are used regularly as part of the instructional day.	3. The games in the Street/Folk/Musical Games Manuals or other similar games are played by all children at least twice a week.
4. Conversation Games or other similar games are used regularly as part of the instructional day.	4. The Conversation Games or other similar games are played by all children at least twice a week.
5. The concepts which are part of Language Lotto, Language Matrix, and Math Matrix are evidenced in Kindergarten and First Grade classroom activities.	5. (This item applies only to kindergarten and first grade.) Children play Language Matrix, Math Matrix, or similar games twice a week.
6. Learning centers are used as one method of presenting academic skills.	6. At least one learning center is established and in current use. All children participate in activities within the learning center.
7. The culture and environment of the children is evidenced in most classroom activities.	7. The ethnic background and environment of the children is visible in at least 50 per cent of the classroom activities.

A-7